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ABSTRACT

This publications contains lists and/or abstracts of 700 educational research articles, reports, and books produced in Northern Ireland. Most entries were produced from 1976 through 1978. Research topics focus on a variety of academic and educational theories, methods, curricula, and objectives for all levels of students in all types of educational institutions. The document is presented in four parts. Part I focuses on research at the University of Ulster. Part II reviews research at Queen's University, Belfast. Part III focuses on research completed at colleges of education (St. Joseph's, St. Mary's, and Stranmillis). Within each of these sections, doctoral dissertations and post-graduate studies are organized alphabetically by author according to schools and departments within the university or college. Information is presented on title, author, date, summary of research, and purpose (or degree) for which the research was undertaken. Research completed for bachelor's and master's degrees is listed alphabetically by author, with title and date included. Part IV presents abstracts of published materials. The document concludes with subject and author indexes. (DB)

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PUBLICATIONS OF

THE NORTHERN IRELAND COUNCIL

FOR EDUCATIONAL RESEARCH

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Register of Research in Education - Northern Ireland

Volume 4

1975-1978

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FOR
EDUCATIONAL RESEARCH

FOREWORD

Volumes One, Two and Three of the *Register of Research in Education - Northern Ireland* were edited by Dr Karen Trew, who established its particular style and layout. That style has evolved from volume to volume in response to a developing pattern of research activity. As a result, the reader will find that all undergraduate and diploma level research, whatever the individual merits, is now in Volume Four simply given by author and title. Abstracting has been reserved for post-graduate and published work, two areas which continue to increase from year to year.

As before, dissertations and theses are arranged by institutions and included on the understanding that each is typed, bound and available for consultation in the institution library. The titles and abstracts of published work are presented alphabetically by author in Part Four. Subject and author indexes are provided for reference.

Dr Brendan Spelman, a former colleague, helped to collect the early materials for this Volume. More recently Dr Ian Wells has assisted in the abstracting and indexing of entries. We are also particularly indebted to those members of staff in the different institutions and libraries, who took every care to ensure that the necessary information was made available.

J A Wilson
NICER Research Unit
Queen's University

CONTENTS

	Page
PART ONE: NEW UNIVERSITY OF ULSTER	
Education Centre	3
Institute of Continuing Education	23
School of History	33
School of Humanities	35
School of Physical Sciences	37
School of Social Sciences	39
PART TWO: QUEEN'S UNIVERSITY OF BELFAST	
Department of Economics	45
Department of Education	47
Department of Further Professional Studies in Education	59
Department of Psychology	65
Department of Social Studies	83
Faculty of Medicine	87
PART THREE: COLLEGES OF EDUCATION	
St. Joseph's College of Education	91
St. Mary's College of Education	97
Stranmillis College of Education	105
PART FOUR: PUBLISHED RESEARCH	113
SUBJECT INDEX	151
INDEX OF RESEARCHERS	157

PART ONE

NEW UNIVERSITY OF ULSTER

NEW UNIVERSITY OF ULSTER - EDUCATION CENTRE

Summaries of theses presented in fulfilment of the requirements for the degree of Doctor of Philosophy.

1. *THE EFFECTIVENESS OF THREE METHODS OF TEACHER TRAINING*

GIBBS, I. (1978)

The study investigated the effectiveness of three different methods of teacher training and two forms of supervisory feedback in order to see whether these approaches, as practised initially under microteaching conditions, were reflected in the way students taught in schools.

A 3 x 2 factorial analysis of variance design with an additional control group was chosen in order to investigate these issues. Subjects for the six experimental groups and the one control group were selected at random from the 1976 intake [illegible] Scottish College of Education. Twelve students were selected for each of the groups, which were allocated at random to the different treatments.

The six experimental groups were prepared over a ten-week period in the basic skills appropriate to each method of teacher training. Students practised the skills in college by teaching shortened lessons to small groups of children. All students received some form of structured criticism, and for three of the groups this was combined with a video replay of the lesson. In addition to practice under microteaching conditions students were also monitored during two subsequent block practice periods in schools. The control group was also monitored over the three teaching practice periods.

During the three periods of teaching practice 305 videorecorded lessons were retained for analysis: 197 lessons from the five Tuesdays of group practice, 66 from the first block practice and 42 from the second block practice. Student attitudes towards teaching and education in general were assessed by the Minnesota Teacher Attitude Inventory, and their reaction towards their own preparation and training by a Student Questionnaire.

One of the major conclusions drawn from this investigation was that microteaching can be organised successfully in college, and that, given appropriate teaching objectives, the skills practised under such conditions will transfer readily to the classroom. There was also evidence that the group which received component skills training and video feedback was, on balance, the most successful when teaching performance was assessed over the three practices. A number of students disliked certain features of microteaching, although this did not noticeably affect their teaching performance.

it was suggested that the strengths of microteaching should complement other approaches within an overall programme for preparing student teachers.

2. *PEER GROUP ATTITUDES AND ACHIEVEMENT.*

HARRIS, J. E. (1975)

The study consisted of a sociometric analysis of the attitudes and values of a sample of 241 adolescent pupils within a coeducational grammar school and their relevance to pupil achievement.

The first section of the study included a review of research on the prediction of school achievement. A reference-group approach linked to the identification of issues of importance to adolescents was seen to be preferable to the 'subculture' approach in relating attitudes and values to achievement within defined peer groups in particular school settings. A critique of issues in the construction of causal models and of the use of path analysis in the prediction of school achievement suggested that the seeming irrelevance of pupil attitudes to school achievement may be attributable in part to the lack of a model of achievement which is sensitive to the social context of learning.

In the experimental section of the study a graph-theory approach was employed in the analysis of clique structures, illustrating 19 boys', 18 girls' and 2 mixed-sex cliques within the pupils sampled, 11 pupils being unassigned. A grouping of pupil cliques according to achievement by sex, and the inclusion of attitudinal and organisational variables in a path analysis model suggested a relationship between independence needs and pupil achievement. The way in which the school itself contributed to this process was highlighted.

The results were interpreted as indicating the value of peer reference groups in understanding achievement. However, the findings were not regarded as supporting the notion of a simple 'subcultural' or 'peer-parent conflict' thesis. Peer group relations were not seen as having a direct bearing on pupil achievement. Rather they were seen as 'sentient structures which act as filters for influences from home and school, some of which are yet to be identified'.

3. *AN EXPLORATION INTO THE DEVELOPMENT BY TEACHERS OF MODE 3 CSE COURSES IN ENVIRONMENTAL STUDIES.*

PEACOCK, A. (1976)

The study explored how a sample of teachers set about devising and implementing CSE Mode 3 courses in Environmental Studies, by pursuing in depth a number of specific questions such as why the courses began, how content was selected, how the pupils were assessed and what the criteria for assessment were, etc. It further examined the teachers' sequence of decision-making in the planning of their courses, the way they justify these decisions, the aims to which they attach greatest importance, and the extent of agreement about these aims.

information was drawn from three sources in order to illuminate the process of course planning more clearly. The published syllabuses for the courses were analysed in terms of their statements about aims, subject matter, assessment, teaching methods and organisation, and analyses were made of the verbatim transcripts of discussions held with a majority of the teachers. Finally, 40 teachers involved in the courses completed a questionnaire which required the rating of statements of objectives along a series of bipolar scales, and the ranking of the statements in order of importance. A factor analysis of the results was carried out in order to investigate possible value aspects of the teachers' judgements of objectives for their courses.

The results confirmed the findings of other similar studies in this area but also indicated that, in view of the uniqueness and complexity of the planning processes, individual case-histories of course development need to be made in greater depth. In particular, possible relationships might be sought between the processes of planning and the attitudinal dispositions of the teachers involved. The findings suggest that individual processes rather than generalised models must be sought, and the final chapter outlines two possible examples of how these might be achieved, based on courses in the sample.

4. *CONTRASTING MODELS OF TEACHER EFFECTIVENESS*

SPELMAN, B. J. (1977)

The study consisted of an investigation of the biographical, cognitive and affective characteristics of 75 student teachers, the interaction of such characteristics with aspects of the training environment, and their collective efficacy, in combination with the measured attributes of pupils, in predicting experimental, official, and end-of-course criteria of effective teaching behaviour.

The analysis of the biographical characteristics of the sample, while confirming its representativeness in terms of its educational and social class origins with student teacher populations described elsewhere, indicated a marked bias towards arts rather than science subjects in the 'A' level entry qualifications of student teachers. The analysis of the cognitive characteristics of the sample, using tests derived from Guilford's Structure of Intellect (SI) Model, revealed that insofar as distinct Fluency, Flexibility and Originality factors emerged which were further distinguishable from conventional measures of Verbal Reasoning and Scholastic Attainment, the divergent production facets of the SI Model were upheld. While the relationships established between the cognitive and affective characteristics of student teachers were not considered to be of sufficient significance to warrant their treatment as inter-dependent modes of psychological functioning, the interaction of such characteristics with aspects of the training environment indicated the existence of two pervasive cultural stereotypes strongly demarcated along an arts-science continuum.

The analysis of the classroom performances of student teachers, using structured observation systems derived from three conceptually distinct positions in the field of teaching theory, indicated that the dimensions of classroom behaviour thus revealed did in fact represent contrasting models of teacher effectiveness, at least in terms of clearly differentiated teaching styles. However, there was little uniformity in the patterns of prediction which defined these dimensions, teacher characteristics, training specialisms and pupil attributes contributing differentially to the prediction of the different teaching styles.

The analysis of the relationships between theory and practice in the particular context of the training programme indicated that while teaching theory was related to teaching practice in the short term, the relationship was unlikely to persist beyond the contiguity of the training programme being studied. Assessment of the relationships between college-based teaching and classroom teaching revealed that the association between these indices was minimal, a result which was in part attributed to the unstructured and possibly unreliable nature of the assessment of teaching practice in schools.

In general terms the study suggested the existence of extended arts/science cultural stereotypes within the training environment which were reflected not only in the biographical and personality characteristics of student teachers, but also in their training specialisms and their experimentally defined teaching styles.

Summaries of theses presented in fulfilment of the requirements for the degree of Master of Philosophy.

5. *A STUDY OF THE TEACHING OF LOCAL HISTORY IN SELECTED POST-PRIMARY SCHOOLS.*

DALLAT, C. A. (1978)

The study examined various aspects of the teaching of local history in post-primary schools in a selected area of Northern Ireland. In the main teachers expressed a preference for content based on names in the locality, for readily available and pre-digested sources, for objectives which are seen as appropriate for less-able pupils (who seem to do more local history), for not going outside the confines of the classroom and for the retention of more formal teaching methods. It is concluded that while teachers appear to be interested in teaching local history they are in need of help and support by means of resource centres and inservice courses provided by Education and Library Boards and the Department of Education.

6. *DIVERGENT THINKING AND MATHEMATICS EDUCATION.*

DUNN, J. A. (1976)

The first part of this study consisted of an enquiry into the historical provenance and twentieth-century development of the concept of creativity from philosophical, psychological and, to a lesser extent, sociological perspectives. Particular attention was paid to the interrelationships between the constructs of intelligence, conventional creativity and mathematical creativity. The second part was a description of an empirical investigation of the notion of mathematical creativity, its recognition, its assessment and its relationships with other variables.

This involved the creation, development and experimental application of a set of six single-item tests of mathematical creativity. These tests were administered along with measures of attainment, intelligence and creativity to a sample of 308 12-14 year old schoolchildren, and also administered along with similar measures to a sample of 52 university students. Factor analysis was applied to both sets of data. In each analysis the six measures of mathematical creativity spread across three factors. The most clearly distinguished factor in both analyses was described as 'numerical fluency'. There was also the suggestion of a 'non-numerical' mathematical creativity factor in both cases.

7. *THE EFFECT OF CERTAIN THERAPEUTIC CONDITIONS IN COUNSELLING UPON ACADEMIC ACHIEVEMENT, FAMILY ADJUSTMENT, AND PERSONALITY DEVELOPMENT IN FOURTH YEAR SECONDARY SCHOOL BOYS.*

McCAFFREY, N. (1978)

The study compared the effectiveness of global counselling (the experimental effect) with conventional counselling (the control effect) on secondary school boys in an area of high unemployment and civil disturbance. In global counselling the major figures in the child's life (teacher, counsellor, parents, peers) base their normal work and social relationships with him on the counselling conditions of genuineness, prizing and understanding. In conventional counselling the counsellor offers these conditions in the usual one-to-one office interview situation.

The dependent variables were attitudes to school, achivement in English, family adjustment and personality development. In a pre- and post-test design a two-way analysis of variance for counselling method and intelligence (at two levels) showed that the experimental group ended up with a more positive attitude towards school in general and teachers and study in particular than the control group. The experimental group also showed a significantly greater improvement in English and family adjustment. Global counselling was also significantly more successful in promoting social boldness, interest in people, accessible emotions and immunity to criticism or threat.

8. *THE REVISION OF THE OSERETSKY TESTS OF MOTOR PROFICIENCY FOR USE BY NON-PROFESSIONAL RESEARCHERS IN PRIMARY SCHOOL IN NORTHERN IRELAND.*

McMAHON, N. (1978)

The purpose of the study was to examine in detail those tests from the Oseretsky Tests of Motor Proficiency which are meant for children from four to ten years. As a result of a pilot study involving 70 children it was concluded that boys and girls should all do the same tests, that only the preferred hand, foot, or eye need be tested, and that some tests needed to be replaced, modified or re-located. The tests were reconstructed to incorporate these conclusions, and tried out with a second sample of 70 children. The re-written instructions were scrutinised by a randomly-chosen sample of teachers and modified accordingly.

A random sample of 70 children was then chosen at each age-level. Half of the children in each sample were boys, and 46 from each sample were from urban and 24 from rural backgrounds in line with the ratio of urban to rural children in Northern Ireland. The modified tests were provisionally standardised on these samples, with the results converted to percentage success at each age-level. No significant sex or urban-rural differences were found. Stability percentages were calculated from a test-retest procedure. Cumulative frequency curves were drawn for each age-level and percentile norms were deduced from these. A test manual was then prepared for the use of non-professional researchers.

9. *PUPILS' INVOLVEMENT IN PHYSICAL ACTIVITIES IN COMPREHENSIVE SCHOOLS.*
SAUNDERS, C. (1977)

The study examined pupils' involvement in extra-curricular physical activities in comprehensive schools. The literature had revealed that the factors of age, sex and social class, either singly or in combination, have a differential effect upon pupils' active participation in physical activity. Seven hypotheses emerged from an examination of these relationships and provided the basis of a questionnaire which was administered to a one-in-six random sample of boys and girls in first and fourth years in four comprehensive schools in Edinburgh. Two-way analysis of variance identified significant differences between pupils' dispositions and levels of participation and permitted the acceptance of six of the seven hypotheses. The evidence confirmed that, in general terms, involvement reduced as children grew older, that involvement was higher amongst boys than girls and that middle class pupils were more involved than their working class counterparts. Reasons for these differences and their implications for the curriculum of physical education are outlined in the conclusion.

NEW UNIVERSITY OF ULSTER - EDUCATION CENTRE

Summaries of dissertations presented in partial fulfilment of the requirements for the degree of Master of Arts.

10. *EDUCATIONAL ATTITUDES AND THE PROBATIONARY TEACHER.*

BRADLEY, A. M. (1978)

Changes in the educational attitudes of probationary teachers in their first year were assessed. The literature on attitude change in an educational context was reviewed. An experimental study was carried out on 101 first year students enrolled at the New University of Ulster Education Centre, and 41 NUU-trained teachers in their probationary year. The Manchester Survey of Opinions about Education gave measures of Naturalism, Radicalism, and Tendermindedness for each student and teacher.

Analysis of results failed to confirm the hypothesis that the students would score higher on 'N', 'R', and 'T' scales. Various differences within each of the two groups of subjects were identified and were interpreted. It was concluded that, whilst little information had been elicited on the effect of probationary teaching on educational attitudes, there were certain differences between teachers and students that necessitated a wider range of attitude measurement techniques.

11. *FACTORS ASSOCIATED WITH COMMUNICATION DISORDERS IN EDUCATIONALLY SUBNORMAL CHILDREN.*

BREWSTER, J. V. (1978)

Fifty children ascertained as educationally subnormal by the educational psychologist were matched by age and sex with fifty children from a primary school.

It was found that the number of children with communication difficulties was significantly greater in the educationally subnormal group than the matched normal group when vocabulary age was compared with chronological age, but the number was not significantly greater when vocabulary age was compared with mental age. In the educationally subnormal group there was a significantly greater number of children with mixed lateral dominance. The verbal comprehension of the educationally subnormal children was significantly different from their expressive language.

12. *DECODING IN THE MEMORY PROCESS OF PUPILS ASCERTAINED IN NEED OF SPECIAL EDUCATIONAL TREATMENT.*

BROTHERS, C. V. (1978)

This study investigated the extent to which there are differences in decoding ability between subjects designated in need of Special Educational Treatment (SET) due to reading disability and their non-SET contemporaries. The relevant literature had indicated that Recognition is easier than Recall and both are easier than Reinstatement, that degrees of difficulty exist within each memory process and that long term and short term memory differences exist between normal and retarded individuals.

Following pilot testing to ensure that the items were known by at least 80% of subjects, the final form of the test was given to 176 Primary 5, 6 and 7 subjects, 24 of whom were designated SET and 152 of whom were designated non-SET.

In classroom conditions and with familiar teachers and techniques the SET subjects performed at a lower level than non-SET subjects in Recognition, Recall and Reinstatement. However, it was argued that assumptions regarding the conceptual difficulty of tasks need careful consideration in that organisational techniques such as rehearsal, clustering and symbolic coding may facilitate information encoding and retrieval. Moreover, if SET subjects have difficulty in thinking symbolically, this highlights the importance of questions in teacher-pupil interaction.

13. *THE APPLICATION OF SAMPLE-FREE ITEM ANALYSIS TECHNIQUES BASED ON THE RASCH MODEL TO OBJECTIVE TESTS AND COMPARISONS WITH CONVENTIONAL TECHNIQUES.*

CARSON, J. S. (1978)

The investigation tested the claims of the Rasch model to give person-free estimates of item difficulty and item-free estimates of person ability.

The Rasch model of item analysis was applied to a 100-item test in educational psychology. The item difficulties were estimated from two separate year groups of students who took the test and tested for statistical equivalence. The students who took the test in 1975 were split into two groups of high- and low-scoring students and item difficulties were estimated separately from these two groups and tested for statistical equivalence. The discrimination indices of those items which fitted the model and those which did not fit the model were compared. From the test, two sub-sets of tough and easy items were chosen and person abilities were computed separately from these two sub-sets and compared.

The educational psychology items were pooled with educational administration items and the mixed-content test was exposed to the Rasch method of analysis. The 'alpha-beater' method for increasing the internal consistency of a test was also applied. The Rasch model was shown, within the limits of statistically determined error, to work.

14. *A PARTIAL COST-EFFECTIVENESS ANALYSIS OF THE CAREERS COURSE AT ST. AUGUSTINE'S BOYS' SECONDARY SCHOOL, BELFAST.*

DOUGLAS, F. G. (1976)

A careers course for secondary (intermediate) pupils was costed and assessed for effectiveness in terms of changes in pupils' attitudes. A group of pupils who had pursued a careers course of 36 double periods throughout the year was matched for social class, IQ, and school attendance with a control group within the same school. Both groups were given an attitude questionnaire based upon that devised by Clarke.

The cost of the course was estimated at £568 inclusive of the salary of the tutor responsible for half the sessions, with visiting speakers taking the remainder. The course produced different attitudes towards visits to work places among middle class pupils of below average intelligence, towards what it is like at work and towards assistance in getting a job among working class children and those of below average intelligence, towards knowledge about jobs among working class and low attending pupils, and towards teaching of things of real use in future jobs among working class pupils. This was qualified by reservations about the design of the study.

15. *THE PORTRAYAL OF ADOLESCENCE IN THREE CONTEMPORARY WRITERS OF ENGLISH CHILDREN'S FICTION.*

DUNBAR, R. A. (1978)

Two phenomena were noted among the portrayals of adolescence in English children's fiction over the last three decades: a widespread societal concern with adolescence and adolescents, and increase in the number of works of fiction produced for this age group. It was suggested that study of the contemporary 'adolescent' novel should contribute to understanding of contemporary adolescence.

Current psychological and sociological research was reviewed, and English children's literature from 1900 to 1960 described in terms of development in the portrayal of adolescence. Three writers, John Rowe Townsend, Alan Garner, and William Mayne, were selected on grounds of excellence in 'adolescent' writing. The purpose of each author's work was analysed by examination of the main adolescent character, his thoughts, feelings and the situations which he encounters. In conclusion, the views on adolescence of the three selected writers were summarized.

16. *ADOLESCENTS' PERCEPTIONS OF THE GENERATION GAP*

FARTHING, B. D. (1977)

Twelve-and fifteen-year-olds, 683 children in all from grammar and secondary (intermediate) schools in Northern Ireland, were each given a questionnaire consisting of 30 statements. Statements 1-10 related to domestic issues, 11-20 to school and work issues, and 21-30 to

current affairs issues. The task was to indicate agreement or disagreement with each statement, and whether fathers, mothers, and peers were perceived as agreeing or disagreeing.

It was found that the extent of adolescents' perception of a generation gap between themselves and their parents differed according to the issues at stake. Against expectation, adolescents perceived most agreement with parental views on issues relating to school and work, rather than on issues relating to current affairs.

17. *A STUDY OF STUDENT-CONTROLLED LEARNING IN A POST-BASIC SCHOOL OF NURSING IN PORTUGAL.*

FORJAZ, T. F. (1977)

This study consisted of an illuminative evaluation of an experiment in student-controlled learning designed to induce certain managerial competencies in a sample of 26 post-basic nurses attending a course at an Institute of Advanced Nursing Studies in Portugal.

Hypotheses concerning the effectiveness of the course were formulated in regard to the perceived key assumptions (the objectives, learning process, assessment procedures, social climate and outcomes) underlying the Guiding Principles of the Curriculum of the Advanced Nursing Course. Information was obtained from students through semi-structured interviews and self-completion questionnaires, and from staff by way of unstructured interviews. Participant and non-participant observations of meetings between staff and students were employed, and all interviews were subjected to a content analysis.

It was concluded that the experiment was successful in terms of students' participation and their perceptions of an increased sense of responsibility, autonomy, control and personal change. Similar opinions were expressed by teaching staff in terms of their perceptions of the course outcomes. The limitations of the study were attributed to the fallibility of the views expressed retrospectively by participants and the subjectivity of the methodology employed.

18. *A STUDY OF THE RELATIONSHIP BETWEEN TEACHERS' ATTITUDES AND THEIR RESPONSE TO CHILDREN'S WRITING.*

GALLAGHER, G. (1977)

A modified version of Kerlinger and Kaya's (1959) Traditionalism and Progressivism Scales was administered to a stratified random sample of 48 upper primary school teachers in 24 schools in the Northern Education and Library Board area. These teachers were then required to evaluate five previously unseen, randomly ordered essays on a specially-devised Composition Assessment Index against such criteria as spelling, punctuation, hand-writing and general appearance.

The purpose of the study was to see whether the concepts of Progressivism and Traditionalism were relevant to what teachers actually did in schools. The results indicated that there was some

relationship between teachers' perceptions of issues in education and their responses to children's writing, and that teachers who were rated as Progressive responded to the essays in a manner different from those rated as Traditional.

19. *PROBLEMS OF PUPILS IN A LARGE CO-EDUCATIONAL SCHOOL.*

GLENNY, J. B. (1978)

A review of the literature suggested that pupils' problems differ according to age and sex, the number of problems declining with age, and that most problems fall under the heading of 'Adjustment to School Work'. Children were studied within a large Northern Ireland grammar school to see how the school might meet their expressed needs, and to ascertain these needs in terms of pupils' age and sex. The Mooney Problem Check List was adapted for use with 150 pupils, aged 14, 16, and 18 years, and results were subjected to non-parametric analysis.

Among the eleven problem areas on the Check List, 'Adjustment to School Work' proved the most dominant with each age-group. Girls consistently checked more problems than boys of the same age. Although it emerged that pupils' academic goals were being well catered for, there was room for improvement in assisting social, moral, and emotional development. It was suggested that the school should consider providing 'life development' classes for promotion of pupils' all-round development.

20. *THE RELATIONSHIP BETWEEN PERSONALITY, INTELLIGENCE AND THE PERFORMANCE OF SELECTED PHYSICAL BALL SKILLS BY ELEVEN AND TWELVE YEAR OLD CHILDREN.*

KERR, J. H. (1978)

Concepts of physical, intellectual, social and emotional development from the early Greeks to the present day were examined. The author's subjective feeling that pupils from higher academic streams, and those having extravert personalities, learnt and executed physical skills more easily was put to the test.

Seventy-nine boys and 68 girls, aged 11 and 12 in a grammar school, were tested for 16 personality measures, five intelligence measures, and eight measures of skill with a ball. Results were examined by product moment correlations, and by principal components factor analysis with a varimax rotation. Correlations revealed little relationship between intelligence and either ball skills or personality type. Ball skills were found to be positively related to Cattell's A, C, E, and F personality dimensions and to Eysenck's Extraversion; negatively related to Cattell's I, J, and O dimensions and Eysenck's Introversion. Factor analysis identified a 'ball ability factor' which necessitated ball control and hand-eye coordination. Also, two intelligence factors and five bipolar personality factors were identified. Certain of the personality factors included loadings on the ball skill or intelligence variables. 18

21. *THE DEVELOPMENT AND INITIAL TESTING OF A PUPIL BEHAVIOUR SCHEDULE.*

MCCARROLL, M. D. (1977)

The study describes the construction and preliminary field-testing of a classroom observation schedule, the primary focus of which was upon the individual pupil. The instrument was different from previous category systems in that the behaviour of the teacher and other pupils in the classroom was included only where it was seen to be of relevance to the behaviour of the pupil being observed.

This instrument was used in four contrasting microteaching lessons in order to generate data about the similarities and differences of individual pupils' patterns of interaction in differing classroom situations. The categories, constituent items and coding procedure of the instrument were described in detail, and a proposed framework for the inclusion of a context schedule which would provide additional information on lesson content, teaching style, materials in use and seating arrangements was appended.

22. *SPECIAL EDUCATION - STUDY OF UNIT PROVISION IN NORTHERN IRELAND.*

MANNING, P. C. (1978)

The education of handicapped pupils in units attached to ordinary schools in Northern Ireland was examined in terms of central policy, local implementation; and the involvement of both Health and Education authorities. Principals and teachers in each school which maintained a special unit were asked to complete an enquiry form. Certain forms of experimental provision were also examined in detail, and compared with research findings from other parts of the United Kingdom.

It was concluded that lack of central policy had led to a haphazard growth of units, that gaps in provision existed, but that individual enterprise had produced some successful results. Northern Ireland was considered to lag behind world thinking in its philosophy of special education, and comparison was made with the Swedish system. Implications for special education locally were examined.

23. *THE EFFECTS OF CHILDREN'S BACKGROUND, ATTITUDES AND INTERESTS UPON THEIR ACADEMIC PROGRESS IN SECONDARY SCHOOL.*

MEEHAN, J. J. (1977)

The main purpose of this study was to investigate the effects of background, attitudes and interests on the academic progress of children in secondary schools. A secondary purpose was to investigate the possible significant differences between male and female pupils and between grammar school and secondary (intermediate) school 'improvers' and 'deteriorators'.

The sample of one grammar and two secondary (intermediate) schools was randomly selected, and within these schools two extreme groups of academic 'improvers' (N=45) and 'deteriorators' (N=45) were selected

by the teaching staff. A slightly amended version of the Open University 'Attitudes and Interests' questionnaire was used to collect data on twenty-one variables. These data were analysed and 't' tests used to test seven hypotheses.

The study found that there was a significant difference between the attitudes and self-image of 'improvers' and 'deteriorators' as designated by teachers, but that there was no significant difference between the social class, interests, or age of wanting to leave school of 'improvers' and 'deteriorators'. Within these two groups females had significantly higher mean scores than males on most of the variables, and grammar school pupils had significantly higher mean scores than secondary (intermediate) school pupils on most variables.

24. *ATTITUDES TOWARDS SPECIAL EDUCATION*

MEHAFFEY, D. J. (1978)

This investigation examined attitudes of pupils and teachers towards their involvement in secondary school special education programmes. The parameters of such provision were established by means of a postal survey sent to all 70 schools in two Area Boards. Sixty-two schools replied. To facilitate a comparative study of special class and remedial group provision a pilot study was conducted among 37 special education pupils and 10 teachers. Analysis identified eight factors or scales which measured pupils' attitudes towards their teacher, class, self image, and anxiety in class, and teachers' attitudes towards the effectiveness of school, the teaching task, their pupils, and the responsibility of the participants in special education.

A sample of 14 schools was stratified in terms of administrative structures and programmes from the postal survey data. The author then administered the attitude questionnaires to 530 pupils and 25 teachers. With the inconclusiveness of previous research, non-directional operational hypotheses were related to each scale. A student 't' test of each hypothesis found no significant difference in remedial group or special class subjects' attitudes. While discussing these findings in the historical context of comparative studies, the continuation of empirical interest in the influences of educational settings upon the participants was recommended because of its potential significance in individual programming decisions.

25. *AN INVESTIGATION OF SOME ASPECTS OF CHILDREN'S PERCEPTION OF DISTANCE.*

MERCER-SMITH, R. (1977)

The study describes a small-scale experiment on the perceptual problems which pupils experience when attempting to estimate and differentiate distances within their local environment and on a wider scale.

The results of the experiment, which involved the administration of a series of perceptual distance problems to a sample of 263 pupils drawn from a convenience sample of seven primary, secondary and grammar schools, indicated that pupils did experience some difficulty in

estimating distances, but that the improvements with age which were found were neither dramatic nor straightforward. It was also reported that there may be a slight sex difference in pupils' perceptual ability. The possible effects of the school curriculum in determining pupils' ability to estimate distances are described, and the influence of the local environment in shaping pupils' perceptions is noted.

26. *B.Ed. DRAMA COURSES*

O'HARA, M. B. (1978)

Literature on drama in education has recently raised doubts about the place of the subject in schools and the quality and balance of training courses for drama teachers. The aims of heads of drama departments in training colleges were examined for course objectives and content, and their reactions sought to statements under headings of drama teaching in B.Ed. courses, drama teaching in schools, and strategies towards clarifying the role of drama in education. There were 44 replies to a questionnaire sent to all training institutions offering B.Ed. Main Drama courses, and these represented 73% of the population.

It emerged that training courses have a central role in bringing clarity and purpose to problematic drama teaching practices in schools. Those who devise B.Ed. drama courses tend to make them essentially vocational qualifications. B.Ed. drama courses are seen as too academic, lacking in time and emphasis given to the pedagogy of drama teaching, and inadequately planned for content, time, and feasibility. Courses do not seem to represent the most suitable training for drama specialists, and advances will only come in response to a review of training schemes.

27. *WORK EXPERIENCE IN SCHOOLS.*

WELSH, P. B. (1976)

The first section of this study entailed a survey of school-based work experience courses in Sweden, Russia, America and Great Britain. Particular attention was paid to practice in Sweden and Russia because of their centralised educational policies, and because of the differing fates of the types of projects initiated. The history of work experience courses in Britain was followed by an analysis of the aims and attitudes of those involved in planning such courses.

The second section of the study was devoted to case studies of three work-experience courses in operation in Belfast secondary schools. These case studies reflected three different approaches to the problem, and were set against the background of the particular guidance policies of the schools involved.

The third section of the study involved an experimental investigation of the vocational development of 100 pupils in twelve maintained and controlled boys' secondary schools which had participated or not participated in work experience courses. The tests used were Super's 'Career Development Inventory' and Crite's 'Vocational Development Inventory'.

No significant differences between participants and non-participants were found on either measure, nor was there any significant difference between pupils attending controlled as opposed to maintained schools. However, work experience pupils from controlled schools gained significantly lower scores on both inventories than did either work-experience pupils from maintained schools or non work-experience pupils from controlled schools.

NEW UNIVERSITY OF ULSTER - EDUCATION CENTRE

A list of dissertations presented in partial fulfilment of the requirements for the Diploma in Advanced Studies in Education.

28. Atkinson, D. N. G. (1976)

    A study of factors associated with teachers' attitudes to those innovations most closely associated with the comprehensive ideal: a case study of a coeducational rural secondary school.

29. Batts, P. E. (1978)

    Language development in young children. A teachers' centre based curriculum project.

30. Boyd, J. (1978)

    Some occupational numeracy needs of non-examination secondary schoolboy leavers - a pilot study in a Northern Ireland town.

31. Brennan, J. I. (1976)

    A study of factors associated with the attitudes of grammar school teachers to innovation decision making.

32. Davison, A. R. (1977)

    Role theory perspectives as applied to the primary school principal.

33. Davison, N. (1976)

    A study of poetry in the primary school.

34. Diamond, L. (1976)

    Teachers' job satisfaction and their perception of innovation decision-making: a case study in a girls' grammar school.

35. Dunlop, M. (1976)

    A survey of trends in English teaching as exemplified by some major English language text books published between 1947 and 1971.

36. Gillan, J. (1977)

    Peer-group relationships in a partially streamed secondary school: an enquiry into ability and random grouping.

37. Graham, L. (1977)

    A study of primary school children's identification and understanding of some cultural and religious symbols in Northern Ireland.

38. Hort, R. (1976)

A pilot analysis of some questions asked by teachers in their 3rd and 6th form classes in a Northern Ireland grammar school.

39. Johnston, M. (1976)

A case study of an adult literacy programme.

40. Kane, F. (1976)

Factors associated with teachers' perceptions of sources of influence in innovation decision-making: a case study in an urban secondary school.

41. Karageorgou, M. (1977)

A critical evaluation of structural reform in second-level education in Greece.

42. Lapsley, J. R. (1977)

The classroom teacher as a middle manager.

43. Logue, J. L. (1977)

A study of the concepts of God in a group of eleven-year-old County Antrim school children.

44. Lynch, M. (1977)

A study of the teaching unit 'Social Concern' as part of the project 'Religion in Ireland'.

45. McAteer, M. (1977)

Assessing the value of drama in the rural primary school curriculum.

46. McBride, V. (1976)

A case study of the reading habits of pupils in a girls' secondary school, with special reference to the role of the school library.

47. McCartney, J. B. (1978)

An analysis of errors in fractions made by pupils studying 'O' level GCE mathematics.

48. McGill, A. E. J. (1976)

A study of factors associated with lecturers' attitudes towards innovation in a college of agriculture.

49. McGinley, J. (1978)

Interviewing school leavers: a pilot study into how fifteen selected schools deal with the task.

50. McWilliams, C. (1976)

Talk in the English lesson with special reference to the role of small-group discussion.

51. Marsh, R. (1976)

Attitudes relating to the teaching of English grammar in secondary schools as expressed in some official reports, with special reference to the Bullock report.

52. Martin, S. A. (1977)

Role conceptions and performances of the primary school principal.

53. Murphy, T. D. (1976)

A study of factors associated with teachers' perceptions of potential barriers to educational innovation: a case study in an urban high school.

54. Nesbitt, J. (1976)

The relative importance of music in the curriculum of the primary school: a study of teachers' opinions.

55. Outram, V. G. (1977)

Guidance and counselling in the secondary school: a case study.

56. Rodgers, P. J. (1977)

A study of the Certificate of Secondary Education examination in Religious Education with particular reference to Northern Ireland.

57. Rose, W. (1976)

A study of an innovation in a large urban secondary school.

58. Stirling, R. (1977)

Perspectives on the role of the non-teaching principal.

59. Tierney, R. F. (1978)

The role of a guidance counsellor as seen by grammar school pupils in a provincial town.

60. Voller, H. (1976)

A descriptive study of the changing perception of schools as seen in children's literature of the twentieth century.

61. Welton, A. M. (1978)

An investigation into the inter-relationship between counselling and health education in a secondary school.

THE NEW UNIVERSITY OF ULSTER - INSTITUTE OF CONTINUING EDUCATION

Summaries of dissertations presented in partial fulfilment of the requirements for the degree of Master of Arts.

62. *THE DEVELOPMENT OF THOUGHT WITHIN PLATER COLLEGE, OXFORD, AS TO ITS ROLE IN ADULT EDUCATION IN GREAT BRITAIN FROM 1921 TO 1976.*

CAMPBELL, E. J. (1977)

The growth of Plater College over the period 1921-1976 is outlined, and changes of thinking within the college on its role in adult education are described. The college was initially identified with the Catholic Social Guild, a movement having social, political, and economic concern. It is seen as an expression of the hopes of Father Charles Plater, SJ, for a training ground for tutors of study clubs similar to the classes provided by the Workers' Educational Association.

Factors determining the changing relationship between College and Guild are discussed, as is the link between the College and the University of Oxford. The emergence of other training functions is reflected in fields such as trade union work, politics, and social work. Limitations upon the college's functions from lack of provision of staff and premises are reported.

63. *FOCUS FOR ACTION: A CRITICAL ANALYSIS OF THE POLICIES FOR ADULT EDUCATION PUT FORWARD IN THE DOCUMENT, FOCUS FOR ACTION. (CONFERENCE OF MAJOR RELIGIOUS SUPERIORS, DUBLIN 1974).*

CLARKE, D. (1977)

The document *Focus for Action*, published in 1974 by the Conference of Major Religious Superiors in Ireland, provided a focus for activities to be undertaken by the religious orders over a period of six years, including adult education. A survey in the area was conducted by postal questionnaire in 250 of the 944 religious communities in the country. This showed that the activities which chiefly engaged the attention of communities included Marriage Guidance, Parent Education and Religious Education. There was evidence of a general lack of foresight and planning, and it was concluded that *Focus for Action* was couched in too vague terms to be of practical use to communities in planning their work.

Participant observation was used to study two communities which had become pastorally oriented and had set up centres for adult learning. The two communities were the Holy Rosary Community, Killeshandra, County Cavan, and the Servite Community at Benburb, County Tyrone. Conclusions were drawn as to the value of residential centres for adult education and because of the degree of organisation required conclusions also related to the risk of institutionalising provision.

64. *THE RELEVANCE OF EXISTENTIALISM TO TELEVISION.*

COULTER, R. J. (1976)

Television programmes are examined in relation to whether they attempt to provide for the needs of the individual or those of a consumer society. It is concluded that television, as presently conceived, must undergo a radical change if it is to provide the type of existential experience which emphasises the importance of the individual participant.

Technological developments, such as two-way television, video-tape, video-disc and closed circuit television are seen as providing possibilities for the greater involvement of individuals. Access television, where the individual conceives his own idea, writes the script, is trained in the use of hardware and produces a programme in the way he sees it, is considered as an example of realising an existential experience of television.

65. *A COMPARATIVE STUDY OF THE ROLE AND PROVISION OF SELECTED TEACHERS' CENTRES IN ENGLAND AND NORTHERN IRELAND, WITH SPECIFIC REFERENCE TO THE LONDONDERRY TEACHERS' CENTRE AND ITS DEVELOPMENT.*

DOWNEY, N. G. (1977)

The study looked at the role and provision of four teachers' centres, two in England at Hartlepool and Truro, and two in Northern Ireland at Londonderry and Enniskillen, together with a more detailed study of the beginnings and development of the Teachers' Centre in Londonderry. The study also took account of similarities and differences in the concept and development of teachers' centres in England as opposed to the concept and development of teachers' centres in Northern Ireland.

66. *A CASE STUDY OF THE USE OF A VOLUNTARY ASSOCIATION AS A LINKING MECHANISM BETWEEN ADULTS IN THE COMMUNITY AND COURSES OF EDUCATIONAL PROVISION.*

ENRIGHT, N. C. (1975)

The use of a voluntary association in linking adults with educational provision is examined in an action-research context, and the problems of this type of investigation are discussed. Within the group studied, both teachers and learners presented a wide range of skills and needs

in reading. Skills communicated ranged from functional literacy to speed-reading.

The group's growth is noted, as is its development of expertise and of contacts with other agencies. The dynamics are seen as 'a centre-periphery model in reverse', and this is claimed to have advantages over other structures in community education. The study also comments on some aspects of educational provision in the West of Northern Ireland, with special reference to the work of the Institute of Continuing Education, Magee University College.

67. *THE ROLE OF COMMUNITY-WORK STAFF IN ASSISTING STAFF-DEVELOPMENT IN A SOCIAL SERVICE DEPARTMENT.*

LOUGHREY, J. P. (1976)

As a model of practice for specialist community work staff it was proposed that such staff could contribute to the development of practice skills among social work colleagues and the development of new organisational arrangements necessary for the promotion of a broadly based approach to social work.

This model was used as a basis for developing an interview schedule which was administered to specialist community work staff in social service departments throughout Northern Ireland. It emerged from the fieldwork that most of the community workers agreed in principle with the proposed model. It became apparent, however, that the position of the specialist community worker was essentially an appendage to the social service department, and therefore had in practice little impact on a number of areas which had been identified as being of significance for staff development. There were, in fact, very few indications that the community workers were assisting staff development within the departments.

68. *THE DEVELOPMENT OF FURTHER EDUCATION IN NORTHERN IRELAND, 1947-75.*

McDOWELL, J. H. (1978)

The 19th century beginnings of further education and its development in the pre-war years provide the historical background to a study of the growth of further education in Northern Ireland from 1947 onwards. This post-war period has seen a comparatively unknown branch of education become a major sector of the education system, touching on the lives of very many people through vocational or recreational courses conducted in modern, well-furnished and well-equipped buildings.

The growth of specialist colleges serving particular branches of the further education system in the Belfast area is examined, as are the contributions to further education of the Department of Extra-Mural Studies of Queen's University and the Northern Ireland Branch of the Workers' Educational Association. The relationship between the further education colleges and other sectors in education is discussed, and trends are identified which could affect the future development of further education.

69. *AN ANALYSIS OF THE GROWTH AND DEVELOPMENT OF VOCATIONAL EDUCATION IN IRELAND, 1950-75.*

McGANN, G. M. (1978)

In order to establish what were the factors and influences which created or facilitated changes in vocational education in the Republic of Ireland in the period 1950-75, the 1930 Vocational Education Act was examined in detail and developments in vocational education for the period 1930-1950 were charted. A detailed study of growth and development in the period 1950-1975 revealed that not only had the scale of provision increased substantially but the nature of the provision had also changed radically. An examination of the social context in which these changes took place indicated that development was a consequence of the interaction of economic, social and political forces.

70. *TEACHING THE IRISH LANGUAGE TO ADULTS: A STUDY OF ASPECTS OF THE WORK OF THE GAELIC LEAGUE 1893-1912.*

McMAHON, J. (1976)

Provision of adult education by the Gaelic League is considered from its founding in 1893 until 1912. The teaching of Irish to adults is seen as the greater part of the work of the League, which was established to keep the Irish language alive in Ireland.

The system adopted by the League is reported. This describes the formation of evening classes, the provision and training of teachers and the writing of textbooks. Periodicals were established, notably *An Claidheamh Soluis*, a weekly bilingual journal which acted as a forum for discussing League problems and as a source of adult reading material.

It is considered that the League, though failing to restore Irish as a first language for the majority of people, nevertheless succeeded in making much of the country bilingual and in effectively providing general adult education.

71. *AN EXPERIMENTAL STUDY OF CHILDREN IN NEED OF SPECIAL EDUCATIONAL TREATMENT.*

MELLON, J. F. (1978)

The study was designed to discover how pupils in need of special educational treatment (SET) learn words. The experimental situation involved the presenting of carefully selected related words to normal and SET children in a classroom situation. The pupils were required to organise and memorise the words prior to their recall in written form. It was assumed that the responses, when analysed, would reveal significant differences between the organisational capabilities of normal and SET children.

72. *AN EXAMINATION OF THE ROLE OF ADULT EDUCATION IN THE COMMUNITY DEVELOPMENT PROCESS WITH PARTICULAR REFERENCE TO RECENT DEVELOPMENTS IN GREAT BRITAIN.*

QUINN, W. C. (1977)

This library-based study was undertaken because of a dearth of systematic attempts to explore the form, methodology, organisation and content of adult education that would be most appropriate to the community development process, concerned as it is with social change and the under-privileged. An examination of three recent adult education/community development projects revealed a continuing conflict in adult education with regard to its nature and role in the community development process. It was also seen that ideology plays an important part in adult education provision and that there is contention over the concept of community, as it relates to adult education and community development.

73. *THE SIGNIFICANCE OF SELECTED VARIABLES ON WASTAGE AND SUCCESS AT 'O' LEVEL AMONG ADULT NIGHT CLASS STUDENTS OF ENGLISH LANGUAGE.*

ROBERTS, J. P. (1977)

The aim of the study was to assess the relationship of social class, sex, age, intelligence, anxiety and personality to wastage and success in an Ordinary level English Language night class. Data were obtained for a sample of 68 students on the 16PF (Form C), the AH4 Group Test of General Intelligence, and the IPAT Anxiety Scale. Using multiple regression analysis, it was found that the test variables did not contribute significantly to the variance of either wastage or examination entry, but accounted for 60 per cent of the variance of success. Four variables were found to be significantly related to examination success - occupational group 3, non-manual, verbal-numerical intelligence, 16PF Factor M, Autia, and age group. Intelligence was the only variable significantly related to success when all other variables were controlled for. Anxiety was found to have an indirect relationship to success.

It was concluded that the variables chosen were adequate to explain success, but that new variables and methods should be developed, from a substantive theory, to attempt to explain wastage. It was also concluded that a student counselling service for part-time students should be established to attempt to prevent students making unsuitable subject choices. The adequacy of the method used in this study was also assessed.

74. *ROLE ORIENTATIONS OF INDUSTRIAL TRAINING BOARD MANAGEMENT TRAINING ADVISERS IN NORTHERN IRELAND.*

TOPLIS, G. (1975)

The roles of Management Training Advisers employed by Industrial Training Boards in Northern Ireland are examined with reference to the education and training necessary to extend the skills of advisers.

The development of Training Boards is outlined, and the framework of advisers' roles established.

Factor analysis of data from a questionnaire testing attitudes towards role identified seven dimensions in role orientation. This information was elaborated by interviews with advisers and training managers. It was concluded that advisers have so far tended to encourage industry to train managers as individuals. Most advisers have not taken part in team-building or organisational development programmes requiring a high level of inter-personal skill. It is considered that advisers are presently lacking in such expertise, and that this should be taken account of in future recruitment and training policies by the Boards.

75. *THE ROLE OF ADULT EDUCATION IN A WORKING CLASS COMMUNITY, WITH SPECIAL REFERENCE TO THE SPRINGHILL COMMUNITY HOUSE PROJECT, BELFAST.*

WILSON, D. (1978)

The initiation and development of an adult education project in a deprived working-class area of West Belfast is described. This was set up in a rented council house so as to be independent of the influence of power groups and to create an experiment in adult education. From free discussion among participants both the programmes and the means of arranging these evolved.

Changes of attitude and intention were seen among the initiators of the project. Relationships between participants and statutory bodies changed. Against the original intention, movement towards action and towards taking a political stance proved inescapable. However, the essentials of the experiment both survived and worked in a situation of great difficulty, and it seemed that adult education has an important place in influencing community development.

NEW UNIVERSITY OF ULSTER - INSTITUTE OF CONTINUING EDUCATION

A list of dissertations presented in partial fulfilment of the requirements for the Diploma in Advanced Studies in Education.

76. Bradley, W. J. (1978)

    A study of Londonderry primary and infant teachers in their probationary year.

77. Bryson, T. M. (1978)

    A study of the relationship between family size and (i) measured intelligence (ii) attainment in literacy (iii) attainment in numeracy for first year pupils in a secondary school.

78. Bowen, E. M. (1978)

    Deviance theory and youth subcultures.

79. Conway, M. (1976)

    Education as discrimination.

80. Crilly, M. M. (1977)

    Intra-sensory processes in normal and dyslexic children.

81. Cullen, M. E. (1976)

    The adolescent illiterate: a remedial reading programme.

82. Dallat, J. J. (1978)

    The community school with particular reference to Northern Ireland.

83. Doherty, E. J. (1976)

    The reception class: the effects of pre-school education on language, social adjustment and classification.

84. Doherty, W. J. (1976)

    A study of gifted children in the Londonderry area.

85. Donaghy, C. (1978)

    The community school: an expression of the comprehensive ideal.

86. Duffy, O. L. (1976)

An investigation of the effects of a planned mathematical programme on Piagetian mathematical concept attainment in first year secondary school pupils of varying ability.

87. Dunne, F. P. (1978)

A review of the existing educational resources (both personnel and plant) available to the Catholic parish of Templemore with a view to clarifying future options on educational organisation.

88. Fitzpatrick, J. E. (1977)

Aspects of deviance and a study of persistent absenteeism in a secondary school.

89. Given, J. E. (1977)

A study of the relationship between attainment in literacy, numeracy and musical ability in secondary school children.

90. Haughey, E. (1977)

A study of the origins and development of the educational system in Northern Ireland with particular reference to ideological differences.

91. Kearns, J. J. (1976)

Methodological variables involved in remedial education in the Western Education and Library Board of Northern Ireland.

92. McAtamney, G. (1976)

A philosophical enquiry into the nature of freedom of the individual and the school within democracy.

93. McCallion, K. (1976)

An investigation of the effects of environment, personality and teacher attitudes/expectations on academic achievement.

94. McCarter, J. (1976)

Can there be public criteria for the evaluation of poetry included in secondary school syllabuses?

95. McCrystal, B. (1976)

The role of language in reading: a comparison of normal, educationally subnormal and partially hearing children.

96. McCullagh, J. J. (1976)

Introducing the mentally retarded to the Eucharist.

97. McCully, T. (1976)

A study of teacher cognitive style and pupil cognitive style: the effect of achievement in slow learning secondary school boys.

98. McDaid, M. (1977)

The development of literacy in secondary school children.

99. McDowell, W. F. (1977)

Towards a justification of a subject curriculum.

100. McElhinney, R. T. (1976)

An investigation of teachers' attitudes towards the slow learner.

101. McGilloway, B. (1977)

Study and investigation of curriculum with particular reference to vocational guidance in Catholic girls' education.

102. McGurk, S. (1976)

Educational opportunities in two-teacher schools in the North-Eastern Area Board of Northern Ireland.

103. McKelvey, R. (1976)

Moderate emotional disturbance: a comparison of intellectually normal, mildly subnormal and moderately subnormal children.

104. McKeown, M. (1976)

Educational organisation as a manifestation of a value system: a preliminary framework for a comparative study of differing organisations.

105. McLaughlin, P. G. (1978)

A critical review of theory of organisations as applied to schools.

106. Mellon, J. F. (1976)

Issues within the teaching of reading: visual imagery and the use of phonics.

107. Nangle, J. A. (1976)

Reading disability in primary schools.

108. O'Brien, B. (1976)

Reading in a secondary school: a comparison of general ability, English attainment and reading ability and an investigation of reading progress in a secondary school.

109. O'Doherty, H. (1977)

An analysis of the concept of the child as presented in four major 'models' of the educated man and their implications for a concept of teaching and of learning.

110. O'Neill, L. T. (1976)

Motivation among slow learning adolescents.

111. Porter, C. (1976)

Indoctrination and the matter and manner of teaching.

112. Radcliffe, R. C. (1977)

Creative thinking activities and the teaching of reading.

113. Robb, D. (1977)

The interrelationships of selected factors associated with reading failure in secondary school children.

114. Russell, P. (1977)

Development of literacy in primary school children.

115. Sheerin, P. (1977)

Modern foreign language teaching in the primary school: the importance of IQ.

116. Slevin, J. (1976)

The relationship between spoken language and reading readiness.

117. Tracy, M. E. (1976)

An investigation of the effects of a planned music programme on the aural perception of first year secondary school pupils of varying ability.

118. Walker, T. R. (1977)

The study of two different types of home environment with respect to classroom interaction.

119. Wilkinson, D. (1978)

A sociometric study of group structures in non-streamed and subject streamed classes in a secondary school.

120. Wylie, K. (1976)

A philosophical evaluation of the implications of the slogan 'teaching for relevance'.

NEW UNIVERSITY OF ULSTER - SCHOOL OF HISTORY

Summary of dissertation presented in part fulfilment of the requirements for the degree of Master of Arts.

121. *AN OPPORTUNITY LOST: THE NORTHERN IRELAND EDUCATION SYSTEM, 1921-1930.*

ROCKS, J. F. (1978)

The story of education in Ireland, and subsequently in Northern Ireland since 1921, is a story of how the four main Christian Churches destroyed the attempts to establish a religiously integrated national system of schools. The 1831 attempt failed because the Christian denominations wanted their own schools and for various reasons were able to manipulate the Commissioners of the National School System to achieve this end. The attempt of Northern Ireland's first Minister of Education failed because the Protestant churches were strong enough to make the state system a *de facto* Protestant one, and because the Roman Catholic Church refused to co-operate for doctrinal and political reasons.

The Catholics in the new state, for the most part, refused to give allegiance to a Protestant government, seeing the new regime as an artificial creation and one which was bound to collapse. The Protestants were determined to ensure the continuation of their ascendancy in the North of Ireland and thus consolidated their control of the new state via the legislature where they had a built-in majority. The Unionist administration became progressively more sectarian with each passing decade.

Education was the one area in the new state where government policy, inspired by Lord Londonderry, tried to transcend the sectarian bitterness and to create a non-denominational national system of education, with the possibility of an integrated community. The attempt was doomed to failure as the deep-rooted differences between the two communities, in the Northern Ireland context, proved insurmountable. Thus the dual system of schools in Northern Ireland reflects the ethnic, religious, social, economic, political and constitutional divisions in the community. Paradoxically, however, because the Northern Ireland government has been sufficiently generous in financial aid to permit and even encourage such a dual system, the Roman Catholics were able to benefit enormously from the results of the 1947 Education Act and thus threaten the very existence of the Protestant state.

NEW UNIVERSITY OF ULSTER - SCHOOL OF HUMANITIES

Summary of thesis presented in fulfilment of the requirements for the degree of Master of Philosophy.

122. ***AN ANALYSIS OF ERRORS IN FRENCH 'A' LEVEL PAPERS (FRENCH PROSE AND ESSAY).***

DESMOND, F. A. (1977)

Errors, the by-product of second-language learning, had always been a teacher's concern until they were seized upon by linguists as a confirmation of their own, often conflicting, theories of language acquisition. Thus came about the 'contrastive analysis' versus 'error analysis' controversy, reflected in the last decade or so in the works of linguists of structuralist and transformationalist persuasion and mostly initiated by S. P. Corder's first articles on transitional competence and interlanguage.

Both methodological approaches were eventually proved to be complementary sides of linguistic analysis, a fact confirmed by our own study of the 'interlanguage' of a group of 120 'A' level students, elicited by the French Prose and Essay tests of the Northern Ireland Examinations Board in 1974.

A linguistic description of this 'interlanguage' by reference to mother-tongue and target language systems implied frequent recourse to contrastive analysis of the *a posteriori*, diagnostic type. It enabled us to map out the difficulties encountered by the students under headings inspired by traditional and structural grammars. Within this framework we attempted a classification of the types of mistakes by reference to the various strategies of second language acquisition which have recently been put forward by psycholinguists.

As expected, the students' overall standard of achievement was reflected in the frequency and the types of the mistakes recorded, first language interference being associated more often with lower grade papers, intralingual interferences with the higher grade ones. On the other hand, comparison between the mistakes found in the Prose and the Essay data showed that the absence of a structured first language stimulus coincided with a general lowering of standard, owing partly to error-avoidance, and partly to the reappearance of more 'elementary' mistakes. In many cases global mistakes resulted in sentence incomprehensibility.

We felt this pointed to the need for a sound knowledge of the native language based on structural analysis as a prerequisite for second language learning.

NEW UNIVERSITY OF ULSTER - SCHOOL OF PHYSICAL SCIENCES

Summary of thesis presented in fulfilment of the requirements for the degree of Doctor of Philosophy.

123. *MATHEMATICAL MODELS IN EDUCATIONAL PLANNING.*

KARAGEORGOS, D. L. (1977)

This study consisted of the development and application to the Northern Ireland school system of a transition model of student flow which would assist in forward planning in regard to students, teachers, buildings and equipment. The model based its estimates of probabilities of student movement on existing records and also on projections of future trends in mobility and in the birthrate. An examination of alternative forecasting models which would take account of the trend for more pupils to stay at school beyond the statutory school-leaving age suggested that a modified exponential law would fit Northern Ireland's case remarkably well.

A transition model of teacher-flow derived from existing records and related to pupil numbers and pupil/teacher ratios was also examined with a view to deducing the number of teachers required in the various sectors of primary and post-primary education in Northern Ireland. This model was based upon the assumption that if the existing flow of teachers could be established, and if the recruitment, movement and wastage patterns remained substantially the same, the transition model could be used to determine the number of teachers which must be recruited. The need for specialist teachers and the effect of differentiation by sex on the flow of teachers were also discussed.

The model was tested and found to give a reasonably accurate description of the teacher and pupil flow in the two years following the last date of the statistics included in the model. It was therefore concluded that predictions for the near future could be made with some confidence on this basis.

NEW UNIVERSITY OF ULSTER - SCHOOL OF SOCIAL SCIENCES

Summaries of dissertations presented in partial fulfilment of the requirements for the degree of Master of Science in Applied Social Studies.

124. *EDUCATION FOR OLD AGE: THE SOCIAL WORKER'S ROLE.*

GABBEY, S. L. (1977)

Research has shown that approximately one-quarter of old people are isolated and lonely and that the majority of this category have in common age-related problems such as bereavement, retirement, loss of income, and physical or mental debility. Ways in which the role of the social worker could be extended to take account of the isolated and lonely sector are outlined. The conclusions reached are that use of more preventive measures and greater flexibility in the application of established techniques would be of benefit both to the isolated elderly and to society in the longer term.

125. *THE ROLE OF THE EDUCATION WELFARE OFFICER IN NORTHERN IRELAND.*

McGRENERA, S. (1978)

The study traces the history of education welfare from the 1870 Education Act. It examines the Education Welfare Service in Northern Ireland and its place within the structure of the Education and Library Boards. It discusses the results of a questionnaire, issued to officers of the Belfast, North-Eastern and Western Boards, which looked at attitudes to training, role development, and relations with other agencies.

126. *EDUCATION FOR MARRIAGE?*

Ní CHAOIMH, M. (1975)

The study examines cultural and historical changes in the structure of marriage with particular reference to the Irish Republic. It considers whether such changes as are taking place are organisational or institutional, and examines the extent to which students in their final years of compulsory education are being prepared for marriage.

127. *YOUNG PEOPLE WHO ARE INTELLECTUALLY HANDICAPPED: THEIR EDUCATION, EMPLOYMENT, TRAINING AND FURTHER EDUCATION.*

SPIERS, N. C. (1975)

The needs of the intellectually handicapped are considered at the period when they leave school to enter employment. Their need for special support at this stage is examined in relation to the educational preparation they have received for leaving school and the nature of the training and employment situation.

NEW UNIVERSITY OF ULSTER - SCHOOL OF SOCIAL SCIENCES

A selected list of dissertations submitted in part fulfilment of the requirements for the degree of Bachelor of Social Science or the Diploma in Social Administration.

128. Allison, A. (1976)

The nature, effects and implications of the use of alcohol by young people.

129. Barbour, J. (1976)

A comparative study of the Youth Employment Service in Northern Ireland before and after 1st January, 1975.

130. Bell, M. T. (1978)

The development of boys' public schools in England since 1900.

131. Bolger, A. (1976)

The adequacy of state provision for children at risk.

132. Buchanan, A. (1977)

Which way now? A reappraisal of the welfare of the school child.

133. Currid, C. M. P. (1978)

Juvenile crime and treatment in the Northern Ireland context.

134. Currie, P. (1977)

Child batterers and the Social Services.

135. Griffith, H. (1978)

A comparative study of the services for the mentally handicapped school leaver in Northern Ireland, England and Wales.

136. Hagan, E. (1978)

A social assessment of child abuse.

137. Kenny, A. M. (1978)

A discussion of child care services in the Republic of Ireland.

138. McDowell, D. (1978)

Youth counselling and advisory services in the United Kingdom and Western Europe with reference to the services in Northern Ireland.

139. McKeague, M. (1978)

A comparison of the methods of treatment of juvenile delinquents in Northern Ireland and Scotland.

140. McManus, C. (1978)

The cultural and religious influences on primary education in the Republic of Ireland 1922-1960: a discussion.

141. O'Halloran, E. M. (1976)

Deschooling the pre-school.

142. O'Hara, V. P. (1976)

Ferryhouse. A case study in child care.

143. Russell, S. (1978)

The Education Welfare Service.

144. Sims, D. J. (1977)

Statutory provision (1974-76) for unemployed school leavers: a review.

145. Smith, W. R. (1977)

Attitudes of special care teachers towards the mentally retarded adult.

146. Stratton, N. (1976)

Rathgael: a case study in the treatment of the young offender.

147. Wilson, H. (1978)

Factors concerning the development of children in care.

PART TWO

THE QUEEN'S UNIVERSITY OF BELFAST

QUEEN'S UNIVERSITY - DEPARTMENT OF ECONOMICS

Summary of thesis presented in fulfilment of the requirements of the degree of Master of Science

148. ***A SURVEY OF SECRETARIAL TRAINING IN NORTHERN IRELAND WITH SPECIAL REFERENCE TO THE PART PLAYED BY EDUCATIONAL ESTABLISHMENTS IN SUPPLYING INDUSTRY AND COMMERCE WITH TRAINED OR PARTLY-TRAINED PERSONNEL.***

SKILLEN, S. McC. (1978)

Historical considerations revealed that a change in the Northern Ireland examination system in the 1920's had effectively excluded secretarial subjects from the grammar school curriculum. Analysis of teaching timetables showed that it is only the colleges of further education which carry out intensive secretarial training, teach shorthand to a majority of students, and emphasize vocational relevance by teaching office practice.

Evidence was obtained by questionnaire from full-time students, evening students, and former students of further education colleges. Among the findings, it was seen that examination success in English was related to examination success in shorthand and typewriting, that training and success in shorthand examinations while in full-time further education was related to previous success in shorthand examinations under conditions of evening study, and that many more evening students studied typewriting than shorthand. The majority of evening secretarial students were striving to improve their employment prospects, a large percentage having failed to achieve the standards in shorthand and typewriting required by many employers. In the light of these findings, recommendations were made for amending the present system of secretarial training.

QUEEN'S UNIVERSITY - DEPARTMENT OF EDUCATION

Summary of thesis presented in fulfilment of the requirements for the degree of Doctor of Philosophy.

149. ***SOME SYNTACTIC, LEXICAL AND PHONETIC CHARACTERISTICS OF NARRATIVE AND EXPOSITORY PROSE PASSAGES WRITTEN BY YOUNGER AND OLDER ADOLESCENT PUPILS IN NORTHERN IRELAND GRAMMAR SCHOOLS.***

MOORE, M.E. (1976)

The aim of the study was to investigate some formal and quantifiable characteristics of prose written by able adolescents and their relationships with selected writer and task variables. Linguistic indices (acoustic, lexical and syntactic) were chosen for presumed sensitivity to cognitive and affective variables.

Over eight hundred essays were obtained from third and sixth formers in five co-educational grammar schools in Northern Ireland. Pupils from two schools wrote two essays apiece (one story-completion and one expository-argumentative passage). Pupils from three schools wrote one essay and completed Form A of the High School Personality Questionnaire.

Univariate comparisons of central tendencies were made for pairs of subgroups homogeneous with regard to task, school, and writer's age and sex. Subgroups were further divided by writers' scores on HSPQ Exvia and Anxiety, and linguistic indices were derived for separate prose segments (e.g. first and last hundred words) as well as for pooled segments.

In addition to the emergence of more complex syntactic structures and greater word length in expositions predictable from earlier research, the presence of a trend towards greater syntactic variability in that mode was confirmed. It had been predicted that boys would show stronger preferences than girls for active and dynamic verbs in conjunction with first-person subjects in narratives. Passives failed to show this distinction, but the dynamic/stative sex difference emerged for expository as well as narrative comparisons.

Age comparisons yielded evidence of increased syntactic elaboration in exposition, and lexical diversity in both modes. Older writers used higher proportions of verbs expressing possibility than younger writers in narratives. Segmental comparisons suggested a warm-up effect on lexical retrieval in expositions, coupled with an overall tendency to greater structural simplicity.

QUEEN'S UNIVERSITY - DEPARTMENT OF EDUCATION

Summaries of theses presented in fulfilment of the requirements for the degree of Master of Arts.

150. *HOME AND SCHOOL: A SOCIOLOGICAL APPROACH TO PARENT-TEACHER RELATIONSHIPS IN NORTHERN IRELAND SCHOOLS*

COLGAN, J. L. (1976)

This study began with a review of relevant research in the field of home-school communication. Questions were raised about the possible inadequacies of the approaches that had been used in other studies, and a case was argued for a socio-phenomenological perspective which would allow the chief actors in the field, namely the parents and the teachers, to 'define their own situation'.

The 'accounting' for communication between home and school and the suggested means whereby such communication, where desired, might best be effected, were central to the study. Initially, open-ended tape-recorded interviews were conducted with stratified samples of parents and teachers. This was followed by structured questionnaire surveys which attempted to delve more deeply into the salient features which emerged.

Generally it was found that the parents were genuinely interested in their children's education. They desired close communication with their schools. Apart from many 'working class' parents who did not favour the school knowing all about their children's home background, parents and teachers were in general agreement about what each should communicate to the other.

Parents generally possessed a narrower concept of the function of the school than did the teachers. Teachers felt that by their professional training they were the 'experts' in the field. While many teachers did not realise it, the parents generally accepted this viewpoint. However, the parents did expect the school to help keep them abreast of modern classroom developments and of the progress of their children at school.

Alternative methods of communication between home and school were regarded with varying degrees of desirability by both sides. While many schools had organised formal parent-teacher meetings (something least favoured by teachers) both sides valued the occasional and informal private meeting between the parent and the class-teacher. However, the parents did not wish to encroach on class-teaching time or teachers' free time. Their desire was that they could visit the school and see the class-teacher at a time which was specially set aside for such visits.

151. *THE TRANSITION FROM PRIMARY TO SECONDARY SCHOOL MATHEMATICS*

GILLESPIE, M. (1978)

The first part of the study used a questionnaire to examine the place of mathematics in relation to six other curricular areas, and to compare the perceptions of final year primary school pupils with regard to the nature, status and value of mathematics with those of secondary and grammar school pupils in their second year of post-primary education. The second part compared the attitudes of the same pupil age-groups towards the learning of mathematics, using an evaluation technique devised by the author. The final part of the study described how three scales - for difficulty, interest and enjoyment - were constructed and used with a sample of pupils in order to evaluate test questions based on the content of the mathematics curriculum in the final year of primary education.

152. *CREATIVITY: ITS IDENTIFICATION AND ENHANCEMENT IN PRIMARY SCHOOL CHILDREN*

KINNEN, J. W. D. (1978)

One hundred and twenty five children from four P7 classes were taught by the author from two packages of materials which had been designed to enhance children's creativity. The children came from two schools which differed in social and geographical characteristics and which had differing classroom approaches.

The children who were taught showed improved scores on five out of six tests of creativity, as compared to similar children in both schools who were tested but not taught. Measures used in the study, such as verbal and non-verbal estimates of intelligence and of creativity, home enviroment and teaching style were shown to have important distinctive characteristics.

These findings were considered in relation to the development of the curriculum, and verbal creativity was emphasised as an important entity. Results seemed to suggest that non-verbal skills are currently under-valued by schools. Creativity was felt to be best encouraged by explanations which allowed jointly for teaching quality and children's insight, for thinking skills and the material used, and for learning under a condition of 'mild stress'.

153. *PERSPECTIVES ON A CAREERS EDUCATION CURRICULUM WITH PARTICULAR REFERENCE TO THE DEVELOPMENT OF VOCATIONAL VALUES IN SIXTH FORM STUDENTS.*

McGLEENON, C. F. (1977)

The development of ideas associated with careers education was reviewed and analysed, and specific aspects contributing to curriculum development were emphasised. From a field analysis of the existing situation, a design framework was proposed in which careers education was regarded in terms of process and in which five major process skills were identified. An analysis of the aims of careers

education was undertaken and a sequential arrangement of general objectives was proposed to direct programme development and improve classroom interaction. The concept of the spiral curriculum was applied to key ideas at specific points of development in order to stratify the extending array of learning opportunities as students approach sixth form.

Two elements, designated values and psycho-social aspects of occupational information, were selected for more detailed analysis, since both were regarded as key determinants in developing vocational self-concepts. Both elements are particularly difficult to structure for teaching situations and represent areas of careers education previously neglected. In the proposed framework both were fused within a curriculum unit structured into eight teaching-learning episodes and implemented in one comprehensive and four grammar schools using a sample of 200 sixth form students. The written materials and audiotapes developed were then evaluated as resources for the unit. Educationally worthwhile effects indicated that students were more aware of the formal and informal origins of their own value-systems, revealed a greater commitment to values and employed a wider range of values in making career decisions.

The study included a general analysis of the place of careers education within the curriculum of post primary schools in Northern Ireland in terms of its aims, time allocation, counselling procedures, structures, resources available and the use made of external agencies.

154. *A STUDY OF HISTORY AS A SCHOOL SUBJECT IN IRELAND IN THE 19TH CENTURY WITH SPECIAL REFERENCE TO (1) PUBLIC AND PRIVATE ATTITUDES TOWARDS THE TEACHING OF HISTORY, (2) THE RANGE AND CONTENT OF HISTORY BOOKS USED IN THE SCHOOLS, (3) METHODS OF TEACHING AND EXAMINING THE SUBJECT.*

McHUGH, E. E. M. (1978)

Attitudes towards teaching history and arguments for and against its usefulness were examined. History teaching in England and Ireland was contrasted, and controversy over books used in the Christian Brothers' schools highlighted. The National Education Board's policy towards and censorship of history texts was contrasted with the Intermediate Education Board's attitude.

Over 70 of the 100 books used in the last century to teach history in Ireland were traced. Analysis of these texts included the publications of the Christian Brothers, Ursuline Nuns, 'Townsend Young' and P. W. Joyce. Publications of the Commissioners of National Education in Ireland, including the writings of Robert Sullivan, were seen to be more extensive, and to have different history content, than had been usually thought. Authorship of the Ballytore Manuscript, Christian Brother, Ursuline, and 'Townsend Young' publications was clarified.

The place of history teaching, and its status in classifying teachers, selecting inspectors, and structuring examinations in earlier systems of Irish education were reviewed, and ways of teaching history were discussed. These included rote learning, model answers, tableaux vivants, catechetical method, role play and integrated studies.

155. *MATHEMATICS FOR THE CERTIFICATE OF SECONDARY EDUCATION (CSE) WITH SPECIAL REFERENCE TO NORTHERN IRELAND*

OTTERBURN, M. K. (1975)

The aim of this work was to study the development of mathematics in the CSE, and to highlight some of the problems facing pupils taking this examination.

The work was developed in four sections. The first section described the setting up of the CSE administration and the later introduction of the Northern Ireland CSE Board. The second section described the development of the CSE mathematics examination and a comparison was made of the examination requirements of the fifteen CSE Boards. The result of this section indicated that the traditional syllabus of all Boards was basically the same as that first suggested in 1963. The modern syllabus introduced by several Boards showed less conformity than the traditional syllabus, insofar as course work and teacher assessment were given widely varying degrees of importance by the Boards.

The third section, which enquired into the problem of understanding the language of mathematics, showed that less than half the words in the mathematical language test were understood by a sample of CSE pupils, and many were completely unknown. Finally, the findings from a questionnaire circulated to schools in Northern Ireland involved in CSE mathematics suggested that Paper III was much preferred to course work, and that many schools were changing mathematics courses, usually from traditional to modern.

QUEEN'S UNIVERSITY - DEPARTMENT OF EDUCATION

Summaries of theses presented in partial fulfilment of the requirements for the degree of Master of Education.

156. *A REVIEW OF TRENDS IN RELIGIOUS EDUCATION IN CATHOLIC SCHOOLS IN NORTHERN IRELAND FROM 1947-1977.*

ANTHONY, P. G. J. (1977)

The aims of the study were to investigate recent changes in school catechesis since the Education Act (NI) 1947 and to ascertain whether or not changes in religious education teaching were similar to developments in related fields in the Humanities. The research was conducted by means of interviews with the Catholic Diocesan Advisors, lecturers from the Colleges of Education and other representatives of the teaching clergy.

The most noticeable trend observed was in the movement away from the text-bound question/answer form of the old catechism to the more child-oriented approach of the new Primary Religious Education Programme. However, the imparting of set dogmas and truths was still considered to be of prime importance and, where new teaching devices failed, a return to rote learning was observed.

157. *RELIGIOUS EDUCATION: A STUDY OF SOME ASPECTS OF A RELIGIOUS EDUCATION PROGRAMME THROUGH AN EXAMINATION OF THE JUDGMENTS OF ADOLESCENTS ON SOME EXTRACTED PASSAGES.*

COLOHAN, P. (1977)

This study was an attempt to assess the levels of judgment elicited among 112 fifteen-year-old secondary school pupils in response to selected expository passages of the Irish Catechetical Programme, a recently devised religious education programme designed for use with post-primary pupils in Catholic schools throughout Ireland.

Following from the work of Peel (1971) on the occurrence of descriptive and explanatory thinking in adolescence, that of Da Silva (1969) on the influence of contextual cues on the formation of historical concepts, and that of Richmond (1970) on the nature of religious judgments among adolescents, five judgmental passages from the Irish Catechetical Programme were presented to pupils in which the words describing the key religious concepts had been replaced by nonsense words.

The classes selected consisted of an experimental and control group in a boys' Catholic secondary (intermediate) school, and an experimental and control group in a boys' Catholic grammar school. All four groups were selected according to measured ability on the Selection Procedure results. The experimental groups received twenty periods of instruction on the themes (but not the text) upon which the judgmental passages were based. The control groups followed their ordinary coursework in religious education.

Pupils were then asked to substitute as close an approximation as possible to the key religious concepts which had been deleted from the five judgmental passages, and to complete a religious interest inventory.

The hypothesis that the experimental group would be superior to the control group in the quality of their responses and their religious interest was not supported. The control group did better on virtually all of the judgmental categories, a result which was in part attributed to the greater linguistic proficiency and capacity for abstract thinking of pupils attending grammar schools.

158. *AN INVESTIGATION INTO THE ATTITUDES OF PRIMARY SCHOOL CHILDREN TO MATHEMATICS AND ENGLISH.*

DEVINE, M. P. (1978)

Thurstone-type attitude scales were constructed in order to measure the attitudes of primary school children to English and mathematics. The two scales were combined in a 35-item questionnaire and administered to Primary 7 pupils in nine Belfast primary schools, together with tests of sociometric status, personality, intelligence and attainment in English and mathematics. When the results were analysed the most interesting finding, from an educational point of view, was that in co-educational schools the more favourable attitude to mathematics was held by boys while the more favourable attitude to English was held by girls.

159. *A STUDY OF LEVELS OF RESPONSE TO PRINT AMONG EDUCATIONALLY SUBNORMAL CHILDREN AT THREE AGE LEVELS AS REVEALED BY A WORD SORTING EXERCISE.*

DONALD, J. S. (1977)

The aim of the study was to find out which aspects of printed words ESN children respond to, and to examine the relationship between levels of response, intellectual ability, word recognition ability and age.

Three groups of 20 boys in the age ranges 6-8 years (Group I), 10-12 years (Group II), and 14-16 years (Group III) were tested individually on two Graded Word tests, three Verbal Reasoning tests and a word sorting exercise devised for the study. This word sorting test consisted of 36 words in three linguistic classes (nouns, verbs and adjectives) printed in three different colours

with the background colour always the same. Each child was asked to sort the words into groups.

The results indicated that there were 14 different ways in which the words were sorted, ranging from a totally random sorting to a sorting based completely on grammatical form. A group of teachers was then asked to arrange the 14 types of sorting behaviour into an order reflecting levels of intellectual sophistication.

There were significant age differences in the categories of word sorting behaviour between Groups I and II and between Groups I and III but not between Groups II and III. This same levelling off of scores was seen in the verbal reasoning test results. There was a significant relationship between age and word recognition at all age levels. The relationship between word recognition and reasoning scores increased with age. Word sorting behaviour and intellectual ability were found to be related at all age levels.

160. *TEACHERS' PERCEPTIONS OF STUDENTS IN FURTHER EDUCATION*

FISHER, G. S. (1977)

The aim of the study was to relate the attitudes and personality characteristics of a sample of 95 Further Education teachers to the results of an experiment designed to discover how the same teachers perceived eight Further Education students. The 95 teachers were drawn from four colleges, two in Northern Ireland and two in England.

The perception experiment required the teachers to respond to photographic slides of the students by selecting appropriate IQ scores for each individual and giving reasons to support their response. Following the experiment the teachers completed three questionnaires relating to their own attitude and personality characteristics.

Analysis revealed that Northern Ireland teachers were significantly more conservative, toughminded, idealistic and concerned with social desirability in their personality and attitudinal characteristics than were their English counterparts. Analysis of the perception experiment data showed that the two adjectives 'bright' and 'dull' were most frequently used by teachers as an aid to their identification of high and low IQ students respectively. The results indicated that teachers who were more conservative, toughminded, idealistic, concerned about social desirability and with a tendency to be introverted and neurotic were the most accurate judges of student IQ on the basis of their initial perceptions.

161. *COGNITIVE VARIABLES ASSOCIATED WITH A-LEVEL ARTS AND SCIENCE PUPILS*

GLOCKLING, B. (1976)

From a Belfast grammar school with a sixth form of 300 pupils two groups of 'A' level pupils were selected for study, one group studying sciences and the other pursuing arts courses. The aim of the study was to examine significant differences in the two groups both in the

results of 'O' and 'A' level GCE examinations and on tests of Convergent and Divergent ways of thinking. The degree of overlap between the two groups was such that one was no more convergent than the other, except that the arts group showed significant preferences for gentleness and artistic feeling. A Controversial Statements list revealed no significant difference in breadth of interest, but the arts group was significantly more verbose than the sciences group. No clear dichotomy was observed between Divergers and Convergers, but the arts group performed better on tests of verbal abstraction, while the science group excelled on non-verbal intelligence tests.

162. *THE TEACHING OF CLASSICS IN THE BRITISH ISLES, 1850-1970.*

GREW, T. J. (1976)

The purpose of this study was to survey the theory and practice of Classics teaching in schools and universities. Reference was also made to the varying assumptions, psychological and social, which underlay the development of classical studies at the different stages of the period under review.

The sources were, in the first instance, the proceedings of Royal Commissions, government reports and official statistics. Much information was derived from the writings of key figures in the world of educational theory.

It was concluded that several factors have influenced or inhibited the development of classical studies, among the more notable being the provision of compulsory education, the enlargement of the curriculum, increasing public expenditure and the resultant pressure for utilitarian and vocational education, and the application of psychology and sociology to education.

163. *ATTITUDES TO THE RELIGIOUS INTEGRATION OF SCHOOLS IN NORTHERN IRELAND IN A SAMPLE OF SECONDARY SCHOOL CHILDREN IN THE NEWRY AND SOUTH DOWN AREA.*

KEANE, T. B. (1977)

The study was conducted in order to ascertain the attitudes of Catholic and Protestant school children to the idea of attending schools of differing religious denominations. To this end a 54-item questionnaire on the Likert model was constructed and administered to a pilot group of 212 fourth-form and sixth-form pupils in five Catholic and Protestant post-primary schools and a college of further education. It was found that Catholics were significantly more in favour of integration than Protestants, with fourth-form Protestant boys being most opposed to the idea.

These results were confirmed in the main survey which was conducted on a different sample of 246 pupils drawn from the same schools and a further education college. Protestant children were again found to

be significantly more opposed to integration than Catholic children. The former were also more religiously intolerant and more reactionary in outlook than their Catholic counterparts.

However, it was concluded that although Protestant children were less enthusiastic about integration than Catholic children, both groups, with the exception of fourth-form Protestant boys, obtained sufficiently high scores on the Integration Questionnaire to indicate that a reform in the present school system might be feasible in the area surveyed.

164. *PAULO FREIRE AND RELIGIOUS EDUCATION.*

KENNY, C. J. (1978)

The Christian and Marxist traditions which shaped the thought and work of the Brazilian educationist, Paulo Freire, are seen to be within the mainstream of Hebrew thought on the nature of God and man, as well as in keeping with the teachings of the New Testament. Freire's pedagogy, with its emphasis on the basic humanity of the learner, is seen to offer a radical challenge to the teacher of religious education, and the practical implications of this conclusion are examined in detail.

165. *THE TEACHING OF ECONOMICS AS PART OF THE A-LEVEL NORTHERN IRELAND GCE COURSE IN ECONOMICS AND POLITICS.*

McCONNELL, G. A. (1976)

The aim of the study was to examine the teaching of Economics at 'A' level in Northern Ireland, by looking at the characteristics of the students, teachers and examiners.

Teachers of Economics were asked to complete a questionnaire relating to their qualifications, methods and textbooks used. The students sitting their 'A' level examination were given the AH5 Intelligence test and the Lumsden and Attiyeh Test of Economics Comprehension (TEC). These results were then correlated with the students' results at 'A' level in Principles of Economics, British Economic Organisation, and British Constitution. The performance of examiners was assessed by a detailed analysis of results over the years, and by a close analysis of the minutes of the Economics and Political Studies panel.

It was concluded that the introduction and teaching of 'A' level Economics in Northern Ireland could be seen as part of a world-wide trend in the development and revitalisation of Economics education. However, the 75 sampled students who were taking the subject were drawn from the lower end of the grammar school ability range, and gained lower scores than their normative group on the Test of Economics Comprehension. This was also seen as a result of the fact that they had received approximately one-third less teaching time than comparable students presenting to examining boards outside Northern Ireland.

The AH5 and TEC results were found to be highly and significantly intercorrelated. In the light of a significantly negative correlation between the TEC results and those of the second 'A' level Economics paper, an objective multiple-choice paper was suggested as an alternative.

The marking of the examination was seen as a problem in the sociology of knowledge. Analysis of minutes, correspondence and results suggested that the examiners decided their results on the basis of pressure from, and negotiation with, various interests including the universities, the schools and teachers, the students and other boards.

166. *THE ETHOS OF A GRAMMAR SCHOOL: A SOCIOLOGICAL APPROACH*

McKIBBIN, J. D. (1978)

The views of staff together with those of upper- and lower-sixth form pupils in a four-form entry grammar school were compared with regard to goal perceptions, commitment to the school, attitudes to school life, the hidden curriculum and the latent functions of the schools. The evidence suggested that the school sought, and obtained, a commitment-based orientation from its pupils, particularly in the areas of expressive and instrumental behaviour. The evidence also indicated that the school was more successful with the lower- than the upper-sixth, and that this 'generation' factor was more significant than differences related to social class within the overall sixth form.

167. *PRESBYTERIAN OPPOSITION TO THE IRISH NATIONAL SCHEME OF EDUCATION IN THE 1830'S.*

MILLS, J. S. (1977)

The study describes the relative strength of the opposition to the National Education Scheme by the various religious denominations in the 1830's. It is particularly concerned with the course of the opposition within the Synod of Ulster and refers briefly to the stance adopted by other Presbyterian bodies. It considers the general objections to the Scheme, in particular those made only by the Presbyterians.

The study is based on an analysis of religious periodicals of the period, especially 'The Orthodox Presbyterian' and 'The Bible Christian'; an analysis of the secular press, in particular 'The Belfast Newsletter' and 'The Northern Whig'; the Minutes of the General Synod of Ulster, and other pamphlets and books of the period.

The main conclusions reached are that the degree of opposition to the Scheme came equally from all the religious denominations; that Presbyterian opposition stemmed from religious rather than political considerations; that the rejection of the Scheme by the General Synod of Ulster was the result of the determined opposition of a small influential group of clergy, and that the Settlement of 1840 was a compromise in which neither side could claim a victory.

168. *WHEREIN LIES THE TRADITIONAL SUPERIORITY OF SCOTTISH EDUCATION - AN EXAMINATION OF SCOTTISH, ENGLISH AND WELSH EDUCATION, 1870-1920.*

PLATT, J. J. L. (1978)

The study advances the view that the Scottish claim to an organised comprehensive system of education, based on the John Knox ideal of a school in every parish, which may have been exaggerated in 1870, did not hold at all by 1920.

After comparing national differences in the Education Acts, finance, compulsory attendance, attitudes towards teachers and teaching, and administrative structures, the study concludes that despite the inadequacies of the 1870 Elementary Education Act Scottish education had fallen behind that of England and Wales by 1920. It is argued that the main reason for this was Robert Morant's Education Act of 1902, which cleared the way for administrative efficiency and a truly national system of education in England and Wales.

169. *DR. W. J. M. STARKIE AND THE INSPECTION SYSTEM IN NATIONAL EDUCATION IN IRELAND, 1889 - 1922.*

SPALLEN, R. A. (1976)

This is an historical study of the National Education System in Ireland from the appointment of Dr. W. J. M. Starkie as Resident Commissioner in 1899 until the dissolution of the System in 1922. It is based upon an analysis of original sources such as the Minutes of the Commissioners 1896 - 1900, the relevant Parliamentary Papers 1895 - 1919, and periodicals, newspapers and journals of the period.

The study devotes particular attention to the training, qualifications and duties of the Inspectorate, their relationships with teachers, managers and teaching organisations over this period, and their control over the 'Results' and 'Merit Marks' systems of incremental remuneration of teachers.

The introduction of the New Programme to National Schools in 1900 and the resultant controversies surrounding the teaching of subjects such as mathematics are described in detail. The study concludes with an analysis of the Report of the Dill Committee of inquiry into the administration of the Board of Commissioners of National Education, 1911. This Report is described as having been an indictment of virtually every aspect of the inspectorial system, and to have marked a turning point in the history of subsequent relations between the teachers and the Board.

QUEEN'S UNIVERSITY - DEPARTMENT OF FURTHER PROFESSIONAL STUDIES IN EDUCATION

List of dissertations presented in partial fulfilment of the requirements of the Diploma in the Advanced Study of Education.

170. Alexander, D. R. J. (1978)

The work of The Schools Curriculum Project in a Belfast secondary school.

171. Anderson, A. M. (1978)

Educational and occupational attitudes and their relation to educational attainment.

172. Black, J. H. (1978)

Mechanical accuracy and the use of adverbs in the written English of pupils entering secondary education.

173. Brady, J. F. (1976)

Guidance and counselling in the goal structure of a college of education.

174. Bratty, I. (1977)

A survey of attitudes to educational goals in a grammar school.

175. Brown, W. (1976)

Denominational integration in Northern Ireland education - problems and possibilities.

176. Burleigh, S. A. (1978)

An investigation into some aspects of working with languages and the potentialities for future employment.

177. Burrell, G. F. (1977)

An investigation into local opinion (teachers and parents) of the Dickson Plan (controlled secondary education, Portadown/Tandragee area) in the light of possible reorganisation (Cowan Report).

178. Catney, P. J. (1978)

An exploratory study of the vice-principal's role in secondary schools in Northern Ireland.

179. Christie, W. V. (1978)

Participation in Schools Council 14-18 'O' Level Geography Project - some effects and implications.

180. Clifford, S. G. (1976)

Euclidean shapes and their role in art design at P6 level.

181. Crowe, F. P. T. (1976)

Induction into the secondary school: educational opportunities.

182. Davidson, J. C. (1977)

A survey of players' attitudes to violence and aggression in Rugby Union football.

183. Davison, A. (1976)

Queen's University Entrance Scholarship Examination 1910-1975. A survey of the mathematics papers.

184. Devlin, P. (1978)

The school report as a means of communicating with parents and as an incentive to pupils.

185. Doherty, L. E. (1978)

The management and treatment of children with emotional and behavioural difficulties in a special unit attached to a Belfast secondary school.

186. Ferris, R. W. (1976)

An investigation into the leisure-viewing habits of a sample of 11+ pupils.

187. Flanagan, D. J. (1978)

Provision for handicapped children with particular reference to the South Eastern Education and Library Board.

188. Gallagher, J. (1978)

The desire of pupils to succeed and the rewards they favour for good performance in school work.

189. Gillcway, C. (1977)

A survey of the problems of girls in early adolescence.

190. Greer, F. M. (1976)

Play in the Primary 1 classroom.

191. Hamilton, R. (1976)

A study of the counselling needs of pupils in two Belfast secondary schools.

192. Hazzard, M. (1977)

The changing roles of women in society - an attempt to measure the extent to which these are obvious in education and industry in Northern Ireland.

193. Hedley, K. J. (1977)

A study of the relationship between a school and the parents of its pupils.

194. Hill, M. (1978)

Children and television.

195. Hillen, D. J. (1976)

Introducing work experience to the careers programme.

196. Hoy, H. W. J. (1978)

Some implications in the introduction of the probationary teacher at primary school level.

197. Ievers, W. J. (1976)

Environmental studies in the primary school.

198. Irvine, R. W. (1978)

An investigation into the methods used in teaching physical education in the junior departments of selected primary schools in Northern Ireland.

199. Jellett, M. V. (1976)

A case study - with specific emphasis on a study of drawing and paintings.

200. Kealey, W. (1978)

A study of mechanical accuracy and use of adjectives in the written English of pupils entering secondary education.

201. Kelleher, J. G. (1977)

A study of the social interaction involved in the formulation and implementation of a teacher-inspired process of innovation in a West Belfast secondary school.

202. Keys, J. H. F. (1976)

A case study in sub-clinical anorexia nervosa with reference to the educational aspect.

203. Kirker, A. (1978)

A study of Northern Ireland 'A' Level Mathematics Examinations, 1963-1973.

204. Laughlin, S. J. (1978)

A concentric approach to the teaching of environmental studies, using Lough Fea and surroundings as a sample study area.

205. McAuley, I. D. (1977)

The national system of education in Saintfield and environs. 1831-1851.

206. McCrossan, P. (1977)

A comparative study of the SMP and SMG mathematical text books for 'O' level and 'A' level. An evaluation of their adaptability for the classroom.

207. McCrystal, B. (1976)

Physical education in the national schools of Ireland, 1900-1920, as evidenced principally by parliamentary papers.

208. McCullough, D. J. (1977)

A revision of the counselling service in a school.

209. McCullough, W. (1978)

The development of computer studies in Northern Ireland.

210. McGartland, R. J. (1977)

An investigation into the mathematical performance of some secondary school pupils.

211. McQuillan, J. (1976)

The use of drama as an educational method in the primary school with special reference to the teaching of religious and moral education.

212. Meekin, H. H. (1976)

A flexible reading rate: a study of the factors which influence its practice and development.

213. Miller, J. N. E. A. (1977)

School guidance and counselling in Northern Ireland: its development, implementation and the influences on vocational choice.

214. Morrow, H. (1976)

Approaches to poetry as part of a 'forms of knowledge' curriculum.

215. Mount, C. G. (1976)

Development through group experience.

216. Nolan, M. B. (1976)

The role of geometry in the primary school.

217. O'Doherty, B. I. (1976)

Music in education (with special reference to young children).

218. O'Donoghue, S. (1978)

A survey of the problems of early adolescence in four grammar schools.

219. Officer, W. E. (1978)

A study of the expressed attitudes of physical educationalists, particularly those in Northern Ireland, towards physical education as an examination subject.

220. O'Neill, T. (1978)

Statistics as a minority subject in the sixth form.

221. Owen, D. M. (1978)

Children's fiction and the upper primary school child.

222. Quinn, J. (1978)

The Catholic lay teacher in Ireland.

223. Reddy, M. M. (1978)

An analysis of a mathematical test administered to first-year secondary school children to isolate difficult mathematical concepts.

224. Robinson, R. M. (1976)

The history and development of nursery education in Northern Ireland.

225. Saunderson, F. D. (1978)

An investigation into a group of secondary school pupils with reading difficulties.

226. Savage, E. P. N. (1978)

Statistics: a brief survey of contemporary applications, an activity method for teaching and a small-scale experiment involving this and traditional methods.

227. Smith, F. (1977)

An application of J. S. Bruner's theories to the teaching of mathematics to upper primary and lower secondary pupils.

228. Stuart, C. P. (1978)

The place of a second language in the curriculum with special reference to Irish.

229. Swinburne, V. M. (1978)

An enquiry to determine the role of the principal in the village school.

230. Thompson, R. (1978)

Mixed ability grouping in secondary schools: its effect on the self-concept of children and the implications of this for guidance and counselling.

231. Toner, H. B. (1978)

A survey of some of the attitudes to school among boys in a Belfast secondary school.

232. Tumelty, J. P. (1978)

A case study of the problems arising in the setting up of the science department in a new secondary school.

233. Vallely, M. E. (1978)

Children's concepts of reading and their attitudes towards it.

234. Westland, M. A. (1977)

A study of the effects of pupils' industrial experience schemes on vocational maturity scores as measured by the Crites' Attitudes Test of the Vocational Development Inventory, Form 2.

235. Wilson, D. G. (1978)

To investigate the criticism of the 'Dickson Plan' for secondary education in relation to Portadown College.

236. Wilson, L. (1978)

A study in developing a curriculum in mathematics for the slow learner.

237. Wilson, T. G. (1976)

Use of activity choice periods.

238. Wilson, W. J. R. (1978)

Attitudes of full-time further education students towards physical education.

QUEEN'S UNIVERSITY - DEPARTMENT OF PSYCHOLOGY

Summaries of theses presented in fulfilment of the requirements for the degree of Doctor of Philosophy.

239. *RETRIEVAL AND RECALL OF CATEGORY ITEMS IN SEMANTIC MEMORY TASKS*

BAHADUR, I. (1978)

This study used three types of memory task with university students, and with 14 year-olds following a G.C.E. course.

The first task was to retrieve from memory examples of four categories (Animals, Pets, Vegetables, Fruits). Contrary to expectation, there was no tendency for retrieval to improve with practice, either in general or between related categories.

The second task was to consider a list of items, judging each one in terms of membership of a specific category. This was followed by an unanticipated demand to recall the items on the list. Positive instances (those judged 'Yes') were recalled better than negative ('No') instances: Since there was also a tendency for 'near miss' negatives to be better recalled than more obviously negative instances, this finding was interpreted as lending support to Craik and Lockhart's 'depth of processing' view of memory.

The third task was to judge the truth or falsity of sentences asserting that an item (e.g. cannon) belonged to a category (weapons). Speed of reaching correct decisions was examined in relation to various characteristics of the items being judged, such as membership of a subcategory (e.g. guns) and representativeness of the category as a whole. The results indicated the inadequacy of current models of semantic processing.

240. *DICHOTIC LISTENING AND SPEECH PERCEPTION MECHANISMS*

PAUL, D. J. (1977)

A series of experiments related the perception of speech sounds, such as vowels, to technical aspects of the physics of sound. These were for both a single speech source and the location of one source among several. The findings were discussed in relation to aspects of listening to one speaker among many, both with regard to the design of hearing aids with different processing for each ear, and for training the hard-of-hearing to cope with conflicting sounds.

241. *THE UNDERSTANDING AND TRAINING OF DEDUCTIVE LOGIC: SOME INVESTIGATIONS WITH CHILDREN IN THE JUNIOR SCHOOL*

WELLS, I. F. (1977)

One hundred children in each of four age-groups, 8 to 11 years, were given tests of ability to make deductions from the 'if....then....' argument, and of various stages through which this kind of reasoning might pass. The effect upon test performance of direct training in logic, and in other associated skills, was also examined.

The principal American research findings on children's use of logic were confirmed with English children. A novel and simple system for classifying response styles was also established, and results were interpreted as suggesting that children's logic developed in terms of of complexity of reasoning, rather than by distinct stages. Children's skills were seen in terms of the interdependence of logic and of common fallacies, and the relation between language, logic, and symbolism.

Children responded well to teaching courses in logic, in language, and in mathematical thinking. Formal training in logic was the most effective in teaching these skills, particularly with the older children. From responses to all the courses, suggestions were made for a course in logical thinking that would be appropriate for the full junior-school age-range.

QUEEN'S UNIVERSITY - DEPARTMENT OF PSYCHOLOGY

Summaries of theses presented in fulfilment of the requirements for the degree of Master of Arts or Master of Science.

242. ***A NORMATIVE STUDY OF EXAMINATION STRESS WITH PARTICULAR REFERENCE TO ANOREXIA NERVOSA.***

KEYS, J. H. F. (1978)

This study examined the idea that, the peak ages of onset of *anorexia nervosa* being at 15 and 17 years of age, this disorder is related to examination pressure. Seventy girls and 66 boys, aged 17-18 years, were studied in a coeducational grammar school. Testing was on three occasions at two-monthly intervals before 'A' level examinations. Behaviour relating to *anorexia nervosa* and to examination stress was estimated by questionnaire, and compared with measures of weight, height, IQ, 'O' and 'A' level results, and score on the Rotter Scale of Internal-External Locus of Control.

Analysis of variance of data from the questionnaire revealed significant differences between sexes and between repetitions of testing. Items were then factor analysed to provide descriptions of subjects' behaviour and attitudes, such as towards examination stress, food, sexual interest and activity. These factors were finally used in a multiple regression analysis, which indicated that no significant relationships between *anorexia nervosa* and examination stress were to be found.

243. ***THE ROLE OF STIMULUS AND RESPONSE IMAGERY IN THE PAIRED-ASSOCIATE LEARNING OF CHILDREN AND ADULTS.***

MILLER, E. R. (1976)

A structured review was presented of theories relating to the effect of mental imagery on memory and the meaning of words, as investigated by the learning of word-pairs. It was proposed to extend these experiments to children younger than hitherto tested.

Eighty children at each of the ages 4, 7 and 12 years were asked to learn pairs of concrete or abstract nouns (e.g. 'boy', 'hope'). It was found that learning was best with concrete nouns, especially with the youngest children. In contrast with earlier findings with adults, imagery was not especially effective in its influence on the first word of each pair. It may have been that a high degree of imagery did not encourage children to look for associations between items.

In addition, 20 eleven-year-olds and 20 adults attempted learning of drawings and of printed nouns. Against findings from other research, pictures encouraged children's learning when presented as responses, but not as stimuli. Marked differences emerged in the pattern of ways in which children and adults processed combinations of pictures and words.

244. *READING DIFFICULTIES AND PERCEPTUAL TASK COMPETENCIES OF ADULT ILLITERATES.*

NIKJOO, N. (1977)

The problems of identifying, defining, and providing for illiteracy among adults were only briefly discussed, because of scarcity of findings in this area. Instead, the influences on children's reading problems were reviewed, with stress upon tasks such as attention, visual memory, etc., where failure seems associated with reading problems. To assess the abilities of a group of adult illiterates, six such tasks were chosen: matching pictures for meaning, matching patterns of flashing light, matching sound patterns, matching spoken sentences to pictures, coping with inversions and reversals of geometric figures and paying attention to one flashing light source among others.

These tests were given to 22 men attending an adult literacy centre in Belfast. Certain relationships were found between performance on these tasks, such as greater difficulty in dealing with reversals than inversions, more errors on the auditory- than the visual-matching task, a relationship between performance on tasks involving the matching of rotated material though not on all matching tasks. Certain task performances were also related to aspects of reading quality, such as substitution and mispronunciation of words, length of schooling and knowledge of the alphabet.

Of the tasks used, it was found that those based on matching pictures and on reversals and inversions were potentially most informative of reading difficulties. These tests were given to 30 final-year children, good and poor readers, in a Belfast boys' secondary school. Although performance was found to relate to other measures of reading and intelligence obtained from these children, the tasks did not differentiate consistently between good and poor readers, and did not offer direct promise of forming a diagnostic tool for anticipating illiteracy.

245. *THE BELFAST CHILD'S EXPERIENCE AND CONCEPTUALIZATION OF DEATH.*

SKINNER, R. E. G. (1976)

A questionnaire was designed to investigate how death was viewed by Belfast children from violent areas, and was given to 209 children between 6 and 10 years. The views of different age-groups, sexes and religious groups were compared.

Although a particularly high number of these children had some acquaintance with death, the very few acquainted with violent death were Catholic rather than Protestant. Views of an afterlife and of the feelings of the dead were explored. The younger children were prone to confuse facts with feelings and religious imagery, and the older children in this age-range were better able to understand the distinction between soul and body. From the interviews, held in schools, it seemed that Catholic children were more influenced in their views by religious teaching than were Protestants. Boys and girls did not view death in a very different manner.

QUEEN'S UNIVERSITY - DEPARTMENT OF PSYCHOLOGY

Summaries of dissertations presented in partial fulfilment of the requirements for the degree of Master of Science in Developmental and Educational Psychology.

246. *THE DIFFERENTIAL ATTRIBUTION AND SELF-GRATIFICATION PATTERNS OF CHILDREN ESTABLISHED EDUCATIONALLY AS REMEDIAL AND NON-REMEDIAL.*

BRUNKER, C. (1976)

Estimates were made of the way in which success or failure was seen by 60 pupils aged 10 years. Half these children were boys and half had spent more than two years in a remedial group. All children were asked to put blocks together according to given designs, the outcomes being manipulated to pre-arrange a fixed pattern of success and failure. The children were asked to reward or penalise the result of each attempt they made by taking or removing coloured tokens, and to estimate the extent to which their performance was due to ability or effort.

It was found that remedial and non-remedial children had different ways of explaining success or failure, in terms of ability or effort, and that they gave a different emphasis to reward or punishment of themselves. The implications of these results for the way children see themselves, as influenced by the categories by which they are labelled in schools, were discussed.

247. *MEMORY IN CHILDREN AS A FUNCTION OF AGE, EFFORT, DEPTH OF PROCESSING AND THE RELATIONSHIP BETWEEN THE STIMULUS MATERIAL AND THE GOAL OF THE SUBJECT'S ACTIVITY.*

CLARKE, M. J. (1976)

Forty children aged 8 and 11 years were asked to recall words they had met a few minutes earlier. The words had either been presented with an instruction to identify those belonging to the same category (e.g. dustman, gold, tin, cow) and to suggest two other similar words, or else to read sets of six such words with the purpose of memorizing them. The children were later asked what they had remembered, either directly or by giving cues (e.g. what metals?).

The intention was to see how information was processed by the children, and the consequences for memory. Detailed findings were reported regarding the effects of the different task instructions, the relevance of the material to the task, the difficulty of material, and the

children's age. These results were related to theories of how children memorize, with particular reference to the amount of effort expended in relating material to the desired goal, and the degree to which meaning had been extracted during processing of the material.

248. *A DEVELOPMENTAL STUDY OF THE CONSEQUENCES FOR MEMORY OF VARIOUS SEMANTIC INTERACTIONS WITH PROSE MATERIAL.*

CRANLEY, A. (1977)

Forty eight-year-olds and forty eleven-year-olds were presented with a series of sixteen separate facts about a fox, e.g. "the fox feeds on small animals", "it lives in the forest". The children were encouraged to separate the cards into four themes, with or without help - the fox's food, home, appearance, and litter - and then to write out the story by themes, again with or without help. Another group of children were simply asked to copy out the information on the cards. Recall of information was tested after a two-minute interval, and again after 24 hours.

It was found, as expected, that the eleven-year-olds were better able to recall information and to group the information by themes. However, against expectation, the children who had only copied out the information remembered it just as well. Also, surprisingly, recall was slightly better after 24 hours rather than worse. This was explained in terms of children's continuing interest in the topic presented, and these and other detailed results were presented in terms of similar findings from other experiments. This discussion was related to other aspects of the place of meaning and organisation of material in children's ability to remember prose passages.

249. *CONFORMITY TO SOCIAL PRESSURE AMONG FEMALES AS A FUNCTION OF BIRTH ORDER, AGE, AND NURSERY SCHOOL ATTENDANCE.*

DONOVAN, A. (1976)

Twenty-four children at each of eight, nine and eleven years of age were asked to make decisions by choosing cards to match the lengths of given cards. Of these children, half were first-born or only children, and half had between three and five older siblings. Some children in each group had earlier attended nursery school. The judgement of any child was made in the light of knowledge of the judgement of a group of teachers on that problem - sometimes this was correct, sometimes incorrect, and sometimes the children were told that the teachers' judgements disagreed.

The main interest lay in the susceptibility of decisions to social pressure, and how this was affected by such experiences as having older brothers and sisters and attendance at nursery school. It was found that the child's position in the family was not a major influence upon social conformity, though this may have been due to some aspects of the experimental design. Contrary to expectations of adolescence being the time of greatest social conformity, the

11-year-olds were less conforming than the younger children. It seemed as though previous attendance at nursery school, especially among first-borns, was associated with greater independence from social pressures in the case of the two younger groups.

250. *CLASSROOM ATTENTION IN RELATION TO PUPIL AGE AND ABILITY, AND TEACHER PRESENCE.*

EARDLEY, J. (1976)

The behaviour of eight children was observed in a mixed P3/P4 class in each of four schools. The children were equally from P3 and P4 age-groups, and of low and high ability. Attention levels were established by the amount of time given to writing, listening, tidying-up, etc., and non-attentiveness by time spent in talking, day-dreaming, etc.

It was found that, despite considerable differences in the characteristics of each school class, such as the formality of the teacher's approach, there was no difference between classes in levels of attention. Attentiveness was mainly determined by whether or not the teacher was present or absent and the level of each child's ability. Duller children tended to be distracted by problems which they could not resolve, whilst bright children seemed better able to complete tasks and to move on to other work.

251. *THE EFFECT OF SOCIAL REINFORCEMENT AND EDIBLE REWARD ON THE PERFORMANCE OF INSTITUTIONALIZED RETARDATES ON THREE PERCEPTUAL MOTOR TASKS.*

FEARON, S. (1976)

Thirty subnormal hospital patients whose average age was 17 years and whose mental ages were about four years were given three types of task to establish their capabilities, first on such repetitive actions as fitting pegboards and sorting beads by colour, and then on the more demanding task of matching simple shapes. They were then given training in these skills in three different ways. Two groups were helped in this practice, either by friendly encouragement or by rewards such as sweets. The other group was not rewarded.

The tests were given again, and it was found that there was a marked improvement in all tasks on the part of the two groups which had been encouraged. The group which had only practised the skills did not improve. The effect of rewards, both in the life and work of subnormals, and as a direct part of experiments carried out on them, was discussed.

252. *THE EFFECT OF POSITIVE, FRIENDLY RELATIONSHIP WITH STAFF ON THE ATTITUDES OF DELINQUENT BOYS UNDERGOING RESIDENTIAL INTERVENTION IN AN APPROVED SCHOOL.*

FERRIS, J. (1977)

The aims of an approved school were examined, and the effectiveness in attaining these aims assessed. Four house units comprising the school were compared for psychological factors, programmes of treatment, and effectiveness. Attitude testing by questionnaire was incorporated, as the school aimed to change delinquent attitudes through staff-pupil relationships.

The effectiveness of the attitude measures was first established by comparison testing in a secondary school. When used in the training school, marked differences in the programmes and results of the house units were found. There were indications that these could be related to the relationships between boys and staff. Although this finding accorded with the school's declared aims, successful attainment of the school's objectives was not always noted.

253. *A COMPARATIVE INVESTIGATION OF THE THOUGHT PROCESSES AVAILABLE TO DEAF, PARTIALLY HEARING AND NORMAL CHILDREN.*

HALL, P. E. E. (1976)

Reaction times to visually-presented material were measured for twelve deaf, twelve partially-hearing, and twelve normal children of average or above-average IQ, ranging from eight to fourteen years of age. One of four words, basket, cake, hand and cat, or else a picture of the object, was projected onto a screen followed, a second later, by a second presentation. The series of pictures shown to any child differed in the proportion of times each type of presentation (verbal or visual) was followed by a picture of the same or different type. The children were asked to describe the pair of images as 'the same' or 'different'.

It was anticipated that reaction times would be quicker if a child was thinking in specifically verbal or visual terms in order to fit with the preponderant type of second picture. This was confirmed with both normal and partially-hearing children, though not with the deaf. All groups seemed able to think of verbal material in pictorial terms and vice-versa, but deaf children again differed in not benefiting from anticipation of what was expected of them. The three groups of children all differed in the ease with which they dealt with particular combinations of verbal/pictorial presentation, by showing distinct patterns of facility.

254. *AN INVESTIGATION INTO THE LIMITED ATTENTIONAL CAPACITY OF GOOD AND POOR READERS.*

HASSARD, K. (1977)

Thirty-six eight-year-olds, either good or poor readers, were given a prose passage to read. This was presented to some children as a

continuous text and to others as a booklet of little cards, one word to a 'page'. In both cases the children were told that words or phrases with similar meaning were typed underneath in red to distract them. Reading of the passages was followed by a test of comprehension.

It was argued that reading ability consists of the putting together of several skills, and that reading failure may be due to poor ability to handle certain of the skills, resulting in diminished resources for the act of putting these skills together.

Both good and poor readers appeared to extract information in a similar way. They differed, however, in ability to interpret symbols as words. The poor readers' attention tended to be taken up with this task, resulting in poorer comprehension, while the good readers were more able to focus attention on the meaning of what they read. This was discussed in terms of the processing of information that goes on as children read.

255. *SOME SOCIAL, EDUCATIONAL AND PSYCHOLOGICAL VARIABLES ASSOCIATED WITH THE ADJUSTMENT OF BOYS IN TWO NORTHERN IRELAND TRAINING SCHOOLS.*

JARDINE, E. F. (1978)

The value of social, psychological, and educational measures for predicting the extent of maladjustment among boys committed to two residential training schools was examined. Instead of 'difficult behaviour', children were described in terms of how they viewed their own behaviour and their school's psychological climate, and how they were rated by the staff for behaviour and manageability.

Almost all the test measures used to predict 'difficult behaviour' contributed to explaining the variance on at least one of these ways of describing deviant behaviour. The variance unaccounted for was interpreted in terms of the dynamics of the position of the child within the institution, rather than by concepts such as 'the problem child'.

256. *THE DEVELOPMENT OF THE CONCEPT OF PROPORTIONALITY. AN INVESTIGATION OF THE EFFECTS OF DIFFERENT LINGUISTIC AND VISUAL CONTENTS.*

KINGSTON, D. (1978)

Thirty-two boys were selected from two Belfast schools in two age-ranges of mean ages 5.8 and 8.0 years. Each child was individually shown six sets of three cards. The cards differed either in shape (square/circle), size (big/small), or ratio of shaded area (1:3/ 1:1/ 3:1). The children were asked to say which card in a set differed from the other two, and to give their reasons. The cards were introduced to half the children as pictures of pieces of chocolate cake and to the other children as drawings.

Two main predictions were confirmed - that the older boys were better able to judge proportion, and that a greater number were successful

when given descriptions in terms of pieces of chocolate cake. It seemed that this context helped these boys, particularly the eight-year-olds, to free their thinking from the lower level of judgements of shape. Results were related to the claims of differing theories, such as between Lawrenson and Bryant and the Piagetian school, as to the importance of the perceptual skills necessary for such tasks, and to the meaningfulness of the language in which tasks were presented.

257. *VISUAL AND AUDITORY DISCRIMINATION, PSYCHOLINGUISTIC ABILITIES AND THEIR RELATIONSHIPS TO READING ACHIEVEMENT.*

McCALLION, P. M. G. (1977)

Test results for 35 children from a single school year-group allowed them to be divided into four groups - those with above- or below-average intelligence, and those with above- or below-average reading ability. They were further tested for visual- and auditory-discrimination, and for five measures from the Illinois Test of Psycholinguistic Abilities. The relationship between all scores was estimated and examined.

It was found that, when intelligence levels were allowed for, the children's auditory, visual, and psycholinguistic scores were in a close relationship to their reading levels. In this manner it would have been possible to distinguish the good from the poor readers, and it therefore seemed that reading attainment was based upon competence in language. Reading success was felt to relate to visual, auditory, and intellectual powers, insofar as they were reflected in children's resultant linguistic skills.

258. *AN OBSERVATIONAL ANALYSIS OF CLASSROOM BEHAVIOUR IN THE SPECIAL SCHOOL.*

McGOUGH, P. D. (1978)

The behaviour of sixteen children aged 11-13 years in an ESN school was observed over a period of eight days at times when children were working on English or mathematics tasks. Recordings were made regularly of how children were responding to tasks, to other children or to the teacher. Eight of these children had been rated by their teachers as maladjusted on a Rutter questionnaire.

Other studies have contrasted the behaviour of both ESN and maladjusted children placed in normal schools with that of other children there. This investigation examined the argument that the ESN children may, in a school geared to their needs, take on the behaviour patterns of normal children.

It was found that the maladjusted children differed in wasting greater amounts of time on activities such as day-dreaming or fidgeting, and that they also spent more time in taking up other children's attention. The ESN children spent more time on the class-work assigned to them, perhaps suggesting better ability to cope within a setting geared to

their particular needs. Neither group of children gained much of the teacher's attention.

The results were discussed in terms of the type of provision within ESN schools, and suggestions were made for planning for children with these needs.

259. *A STUDY OF ALLOCATION TO TRAINING SCHOOL RÉGIMES AND ITS CONSEQUENCES FOR STUDIES OF TREATMENT EFFECTIVENESS.*

McKEEVER, J. P. (1976)

The historical development of therapeutic approaches to the treatment of young offenders is discussed and compared with primitive regimes from which these evolved. Studies which set out to assess the efficiency of these different types are reviewed and criticised for not considering influences upon the allocation of different settings.

Within a single training school boys were found either to remain in the traditional setting in which all were initially placed, or be transferred to a therapeutic régime. They were tested for intelligence, school attainment, self-esteem and certain personality measures. Differences between the two groups were examined for the reasons which may have occasioned them, and discussed in terms of the school's policy for allocating boys to either setting. Problems inherent in the execution of such studies, such as differences between descriptions of training programmes and their implementation, were highlighted so as to urge caution in the interpretation of results.

260. *FORM AND SUCCESS OF MODIFICATIONS IN THE COMMUNICATION OF OLDER CHILDREN TO YOUNGER LISTENERS.*

McKNIGHT, J. R. (1976)

Forty-eight girls from one primary school were observed in instructing one another in how to perform a task. The children were of superior intellectual ability and in two age-groups: half of 10 years of age (mean vocabulary quotient 135) and half of 6 years (mean VQ 120). They were paired in three ways - two older or two younger children together, and pairs of mixed ages. One child in each pair was shown how to put together the figure of a clown from 14 plasticine shapes which had to be joined in 15 places. She then had to explain the task to someone of the same age or to a younger girl. In some cases a screen kept the effect of these instructions hidden; in others, no screen was in position.

The older children modified their instructions appropriately when speaking to the six-year-olds. Although they mentioned fewer details than when speaking to those of their own age, they spoke more purposefully and at greater length to the younger girls. This was the case whether or not they could see the effect of their instructions. These results were discussed in terms of the characteristics of programmes which aim to stimulate language as a means of compensating for areas of childhood deprivation.

261. *SOME PSYCHOLOGICAL ASPECTS OF THE CLUTTERING SYNDROME.*

MULLAN, H. (1977)

Speech therapists referred, as children with speech problems, six stutterers and six clutterers (cluttered speech consists of short, fast bursts of words, broken by jerky pauses). These children were tested for IQ; reading attainment and comprehension; memory for digits, rhythm, pitch and tone; sequencing of stories, and for impulsiveness. They also read passages aloud with feedback through earphones, either direct or with slight delay to give an 'echo' effect. Groups of children with normal speech from the same school classes were also tested.

Clutterers did not differ from stutterers in short-term memory for sounds, but were poorer in sequencing these. They were not markedly different in visual sequencing, or in being impulsive or reflective. It was possible to distinguish clutterers and stutterers on memory for tone and for rhythm. Although clutterers and stutterers differed in terms of errors made whilst listening to themselves reading, these were not consistent under the 'echo' effect. Suggestions were made for both the diagnosis and education of clutterers.

262. *THE EFFECT OF AGE AND COGNITIVE STYLE ON GAZING BEHAVIOUR.*

PHILLIPS, M. J. (1977)

Girls at a Belfast preparatory school, aged seven and nine years, were separated by Kagan's Matching Familiar Figures Test into different cognitive styles. Reflective children were those who were slow to respond, making few errors, whilst impulsive children responded quickly, making many errors.

It was argued that, though social behaviour is accepted as depending on receiving visual cues from others, the implied necessity for a person's looking at another to receive these signs has not been emphasised. The themes of gazing and social contact in other studies were discussed.

The girls were asked to think about jokes that they thought were amusing, and to discuss these in pairs. They were left alone to do this, but observed through a one-way screen. The time each spent gazing at the other and the proportion of speaking time spent in this way were estimated.

The older and younger girls did not differ in the times they spent speaking or in their relative amounts of gazing. This finding was not in agreement with other studies' results. In the case of the older children reflectives gazed more than impulsives, but the younger children did not reveal this difference. It was felt that cognitive style was more important than age in determining gazing behaviour.

263. *TOWARDS AN UNDERSTANDING OF RETARDED READERS THROUGH PERSONAL CONSTRUCT THEORY.*

SHAWCROSS, M. (1978)

Six boys and six girls, each over twenty per cent retarded in reading attainment in their last year at primary school, were asked to give their feelings towards each of twelve elements, e.g. most-liked school subject, watching TV, reading on own at home. In terms of Kelly's theory of personal constructs, a rating grid was devised.

The suggestion was that, for these children, failure may have become part of their self-image. Success (as in reading) may itself be threatening, and an outcome to be avoided. It was hoped to identify obstacles to fluent reading, and to change these by suggesting ways for altering the child's approach.

It was found that children of this age could cope with the test procedure, and that a meaningful picture emerged. For each child, this was interpreted according to the aspects of a reading programme that should yield success (or failure), e.g. public attention, usefulness, fear of mistakes, etc. Recommendations were made in terms of aspects of provision within the secondary school to which all these children were to transfer as a basis for follow-up study of the effectiveness of these recommendations.

QUEEN'S UNIVERSITY - DEPARTMENT OF PSYCHOLOGY

Summaries of dissertations presented in partial fulfilment of the requirements for the degree of Master of Science in Social and Occupational Psychology.

264. *A STUDY OF THE SELECTION METHODS OF A LARGE TEXTILE FIRM, WITH PARTICULAR EMPHASIS ON THE VALUE OF TESTS USED IN SELECTION.*

DAVIS, P. (1977)

The selection methods and procedures of a large textile firm were examined, with emphasis on the tests used to select weavers. Results of tests of dexterity, perception, and non-verbal intelligence were related to information from the personnel, efficiency, and training records of 133 weavers. Some of the test results were found to relate to weavers' ability under training, but none predicted length of employment or estimates of efficiency. These results were discussed in terms of the firm's procedure for selecting workers.

265. *EMPLOYMENT REHABILITATION, ABSENTEEISM, AND LIFE IN GENERAL AS A REHABILITEE.*

HALL, R. N. (1978)

Life as a rehabilitee was recorded, the author having gone through a short course at Felden Employment Rehabilitation Unit. Observations were made on such matters as the functions of staff, the work offered to rehabilitees, and life in general within the Unit. An investigation into absenteeism within Felden was made, and the reasons which underlay absences were discussed.

266. *AN EVALUATION OF EXISTING METHODS FOR EDUCATING WORKERS ABOUT DERMATITIS IN AN OPTICAL FACTORY IN NORTHERN IRELAND.*

KEE, Selina A. (1977)

A questionnaire was used to measure the knowledge of workers in an optical factory about industrial dermatitis, and the steps they took to prevent this. A relationship between knowledge about dermatitis and preventative behaviour was not found; neither were these factors found to be related to age, sex, or length of service in the company. These results were discussed in relation to improved ways of informing employees about dermatitis, and to the precautions that they should take.

QUEEN'S UNIVERSITY - DEPARTMENT OF PSYCHOLOGY

Selected titles from dissertations presented in partial fulfilment of the requirements for the degrees of Bachelor of Arts, Bachelor of Science, and Bachelor of Social Science.

267. Bell, N. (1978)

Cerebral organisation assessed by history of familial sinistrality and strength of handedness, and its effect on cognitive performance.

268. Davison, M. F. (1978)

Organization and processing in semantic memory.

269. Devlin, M. A. (1978)

The effects of field-dependence/independence on the gazing behaviour of young listeners in a communication setting.

270. Devlin, M. J. (1978)

Patterns of attributional causation.

271. Donaghy, W. K. (1976)

The effectiveness of the borstal experience: an assessment using scales of socialisation, awareness of limited opportunity, value orientation and self-concept.

272. Dumas, J. (1977)

The validity and reliability of self-report in four conduct disorder boys.

273. Erwin, N. (1978)

Memory for prose: some effects of the presentation of explicit and implicit information on the comprehension and memory processes.

274. Fisher, E. R. (1976)

The effects of religion, political belief and occupational status on prejudice.

275. Gardiner, M. J. (1977)

Developing self-help skills in the profoundly sub-normal.

276. Gillan, D. B. (1976)

A developmental study of children's comprehension and appreciation of different types of linguistic ambiguity in verbal jokes.

277. Healy, J. M. (1977)

Discrimination learning and stimulus generalisation by impulsive and reflective children involving the use of either absolute or relative codes.

278. Jones, E. L. A. (1977)

Some research into the nature of prejudiced attitudes - using Northern Irish students.

279. Kilpatrick, R. A. (1976)

An investigation of developmental trends in mother-child play with objects, including changes in the structure of interaction.

280. Liebmann, M. (1978)

The colour-form preference of Belfast children: a re-examination.

281. McBrien, K. J. (1976)

The use of the verbal transformation effect to determine which cerebral hemisphere is specialized for speech perception in left-handers and right-handers.

282. McCambley, V. (1977)

The role of rhyme and of musical rhyme in the memory capacity of young children.

283. Mawhinney, D. (1977)

To investigate the relationship between verbal flexibility (one index of creativity) and non-verbal flexibility (an index of field behaviour) to authoritarianism.

284. Millar, R. A. (1978)

The effect of age and IQ on the formation of the concept of weight in young children.

285. Monteith, S. (1978)

The effect of pictures on the free recall of words varying in concreteness and imageability.

286. Powell, R. J. (1977)

Increasing the emphasis on one-to-one correspondence and the removal of conflict in the conservation of number.

287. Scott, J. D. (1978)

The effects of inserted questions on prose learning among fourteen-year-olds of two ability levels.

288. Sherrard, E. A. (1978)

The effects of field-dependence/field-independence on the tutoring behaviour of children.

289. Smyrl, M. (1978)

A survey of the stereotypes of the typical Arts and Science student as held by Arts and Science Faculty students at Queen's University Belfast, and an investigation into the attitudes to computers, statistics, psychology and the Arts and Science Faculty Courses at Queen's of 1st, 2nd, 3rd and 4th year Psychology students.

290. Smyth, M. F. T. (1978)

An investigation of the pre-school child's concept of proportionality and fullness.

QUEEN'S UNIVERSITY - DEPARTMENT OF SOCIAL STUDIES

Summary of thesis submitted in fulfilment of the requirements of the degree of Master of Social Science.

291. *THE SOCIAL CONTROL OF DRUG USE IN NORTHERN IRELAND.*

MOORE, T. (1978)

Drug abuse, and efforts to control drugtaking, are discussed in terms of society's attitudes and reactions. Information on local practices was derived from documents, interviews, observation of participants, and case histories from a wide range of sources. Theories of deviance bearing upon drug use are discussed, and research into drug use reviewed. Systems for the control of drugtaking, internationally, in Britain, and in Northern Ireland, are examined. The values and roles of bodies such as the churches, legal profession, RUC drugs squad, paramilitaries, and the drugtakers themselves are outlined.

QUEEN'S UNIVERSITY - DEPARTMENT OF SOCIAL STUDIES

Selected titles of dissertations submitted in part fulfilment of the requirements for the degree of Bachelor of Social Science.

292. Brown, K. (1977)

The effects of social factors on the performance of pupils doing GCE 'O' and 'A' level examinations in a Northern Ireland grammar school.

293. Burke, J. (1975)

School organization and its possible effects on reading ability: a study of four Belfast primary schools.

294. Cherry, L. (1977)

The perceived effects of the two-tier comprehensive system, as used in the Dickson plan of education, on fifteen-year-old pupils.

295. Duddy, E. A. C. (1977)

The relationship between students' accommodation and their degree of alienation from the university at the Queen's University of Belfast.

296. Lowry, L. (1975)

Parent participation in a primary and a preparatory school on the outskirts of Belfast.

297. McGovern, M. (1975)

Marital meanings: a tentative inventory of pre-marital meanings of marriage held by young people.

298. Reid, J. (1977)

The felt need for, and attitudes of teachers towards, specialized personal counselling services in six Northern Ireland secondary intermediate schools.

299. Ruddock, P. (1975)

Theory - is it an accurate reflection of reality? A study of opinion among probation officers in Northern Ireland.

300. Smart, P. (1975)

Child discipline and social class. A study of methods of child discipline used by two social classes in Northern Ireland.

82

301. Wilson, H. (1975)

The use of elaborated and restricted linguistic codes among Protestant and Catholic working class primary school children. A study of language and social solidarity in Belfast.

QUEEN'S UNIVERSITY - FACULTY OF MEDICINE

Summaries of theses presented in fulfilment of the requirements for the degree of Doctor of Medicine.

302. *AN INVESTIGATION OF THE VISUALLY HANDICAPPED CHILDREN IN NORTHERN IRELAND.*

BRYARS, J. H. (1977)

This study identified and investigated 486 visually handicapped children in Northern Ireland, aged between 0 and 20 years. These were believed to be between 80% and 85% of the true total, a very high level of identification in comparison with similar studies. Evidence was obtained from parental interview, testing of visual function, opthalmic examination, and systemic investigation. Attempts were made to establish the prevalence of visual handicap in Northern Ireland, to ascertain the importance of each contributory group of diseases, and to establish factors important in the aetiology of such diseases.

303. *THE AETIOLOGY AND PREVALENCE OF SEVERE MENTAL HANDICAP IN NORTHERN IRELAND.*

DARRAGH, P. M. (1978)

Within Northern Ireland, the aetiology of severe mental handicap was determined under genetic, environmental, and unknown classes (43%: 20%: 37%). An overall prevalence of 0.34% having IQ's less than 51 was considered to be compatible with other regions of the USA and Western Europe. Detailed distribution rates within Northern Ireland were reported. Comparisons of these findings were made with the literature in this field. Among topics discussed were the association between subnormality and epilepsy, types and degrees of genetic contribution, and specific diagnostic entities. A practical investigation dealt with microcephaly and families with affected siblings.

PART THREE

The Colleges of Education

ST. JOSEPH'S COLLEGE OF EDUCATION

A selected list of dissertations presented in partial fulfilment of the requirements of the degree of Bachelor of Education.

304. Beggs, A. (1978)

The identification and education of gifted children at the primary school level.

305. Boyd, P. (1978)

The characteristics, development and design of programmed learning units, with particular reference to linear texts.

306. Bradley, W. (1978)

An organisational analysis of St. John's Primary School, Derry, with particular reference to the headmaster as a central agency of communication.

307. Brady, P. (1977)

The 'Children of God' series examined in the context of the Sussex scheme.

308. Byrne, G. (1978)

A study of the agencies involved in juvenile delinquency in Northern Ireland.

309. Byrne, G. J. (1976)

An investigation into the possible effects [illegible] television aggression on specific personality types.

310. Cairns, K. (1978)

An organisational analysis of a secondary school in Belfast with special reference to teacher perception of goal structures.

311. Campbell, M. P. (1977)

Application of empirical methods to the design and evaluation of an instructional game.

312. Cassidy, P. J. (1976)

Measurement of educational achievement and a consideration of alternative forms of assessment.

313. Clarke, H. (1978)

Maternal deprivation in relation to maladjusted behaviour.

314. Conway, P. (1978)

An examination of attitudes in the primary school with specific reference to mathematics.

315. Coogan, J. (1977)

Marx and education.

316. Corrigan, S. (1976)

A review of the rationale of Catholic education, and a consideration of some relevant problems in the Irish education context.

317. Costello, M. (1977)

An investigation into the meaning of readability, and methods of its assessment.

318. Crilly, T. C. (1976)

The application of psycholinguistic research to the teaching of modern languages during the last two decades: some observations.

319. Cunning, P. M. (1977)

Considerations to be taken into account in the setting up of a school's resource centre.

320. Davis, N. P. (1976)

Maternal deprivation with particular reference to the effects of hospital admission on young children.

321. Diamond, J. R. (1977)

The contribution of De La Salle as a pioneer and innovator in education.

322. Donaghy, B. C. (1976)

Child rearing and its consequences for emotional development.

323. Donnelly, J. (1977)

The Fair Hill primary school: a study of its historical and curriculum development.

324. Dougan, D. (1977)

The De La Salle Brothers in Ireland.

325. Drain, P. (1976)

The plight of autistic adolescents.

326. Farrell, J. (1978)

Elementary education in the parish of Cushendun in the 19th century with particular reference to Knocknacarry National School.

327. Fitzpatrick, J. (1978)

A study of intermediate treatment in relation to the delinquent.

328. Gallagher, V. (1978)

Pupil perception of the role of the P.E. teacher.

329. Gough, K. (1977)

An investigation into the provision for non-examination pupils in voluntary schools in the Belfast area.

330. Gunn, T. J. (1977)

Mental maps of primary school children.

331. Healy, S. (1978)

An evaluation of children's reading attainment throughout the primary school with particular emphasis on their reading interests.

332. Hill, K. J. (1976)

A study of the role of the teacher-tutor, with special reference to the induction trials.

333. Kearney, T. M. (1976)

An investigation into the influence of social class upon educational opportunity and achievement.

334. Lavery, P. (1977)

Local studies via an integrated approach as a potentially rewarding curriculum area with direct reference to its implementation in the Northern Ireland Schools Curriculum Project.

335. McAfee, M. E. (1976)

RoSLA - some aspects of its implementation in schools in the Craigavon area.

336. McAreavey, J. (1976)

The Dickson plan for comprehensive education in theory and practice 1965-1975.

337. McBride, D. (1977)

Career guidance - an analysis.

338. McCann, A. (1978)

A study of the home-school relations in the Twinbrook Estate, Belfast.

339. McCanny, F. (1976)

Characteristics and traits of gifted children.

340. McCarron, D. (1978)

Juvenile delinquency in Strabane.

341. McCauley, M. (1978)

An organisational analysis of a secondary school in the north-west of the province, with particular reference to goals, communication, and for the future orientation of the school.

342. McCrory, P. (1976)

An examination of the factors influencing subject choice at secondary school level.

343. McDonagh, J. (1978)

Truancy with special reference to a Northern Ireland secondary school.

344. McDonald, B. (1978)

The teacher in a provincial town.

345. McDonnell, A. (1978)

Success and failure in the educational priority area (with special reference to the Belfast area).

346. McDonnell, A. D. (1977)

The work of the Christian Brothers in education in Ireland 1800-1921.

347. McGill, J. A. (1976)

Mature students in colleges of education in Northern Ireland.

348. McGivern, D. (1977)

Justification for the existence of counselling in the secondary school and its implications for training.

349. McGoran, A. (1976)

Élitism in education: an historical and comparative analysis.

350. McGrath, M. (1976)

The effects of hospitalisation on the social and emotional development of children with particular reference to a case study.

351. McKee, C. (1977)

The use of audio visual aids in geography teaching.

352. McKeever, D. (1978)

The development of Catholic education in Portadown 1846 until 1903, with special reference to social values, religious values, social class, background, curriculum, methods and recreation.

353. McKeown, A. (1978)

What a phonic scheme could look like.

354. McKeown, H. P. (1977)

The teaching of geography through the use of an improvised game.

355. McMullan, N. G. (1976)

Home-school relations.

356. McNally, D. (1977)

The role of the secondary school counsellor in Derry city.

357. Maguire, B. (1978)

A comparative study of the influence of home and environmental factors on reading attainment in two contrasting primary schools.

358. Morgan, J. (1976)

The incidence of maladjustment amongst slow learning children with special reference to a small secondary school in Co. Down.

359. Moore, D. (1977)

The effect of selection for secondary or grammar school on pupils' self-esteem.

360. Mulholland, G. (1977)

The growth of self-identity in adolescence.

361. Murphy, J. (1977)

An examination of geography teaching in selected secondary schools in Northern Ireland.

362. Murray, J. P. (1978)

The Nietzsche-Wagner controversy and some philosophical issues arising from it.

363. O'Brien, C. R. (1978)

An organisational analysis of a primary school with special reference to teacher perceptions of goal structure.

364. O'Gara, P. (1977)

An examination of studies of teacher effectiveness with special reference to social motivation and interaction.

365. O'Prey, S. M. (1978)

Teachers' perception of role.

366. Price, G. (1977)

An investigation into the methods of transition from primary to secondary education in the West Belfast area.

367. Potter, B. J. (1977)

Play as a basis for dramatic education.

368. Quinn, F. (1977)

An examination of the provisions existing within eight special schools in the greater Belfast area for educationally sub-normal children.

369. Reid, J. L. (1976)

The relative effectiveness of teaching methods in science education in early secondary school.

370. Rosato, M. J. (1976)

An examination of the hereditary and environmental factors which influence intelligence in the light of Jensen's studies on racial differences in intelligence.

371. Savage, M. (1976)

A study of motor impairment in children and the provision made for them, recreationally, educationally and occupationally.

372. Sexton, J. P. (1977)

An examination of the role of physical education in a curriculum for ESN children.

373. Sharkey, H. (1977)

A practical experiment to examine patterns of interaction in lessons taught by an experienced teacher and a probationary teacher.

374. Somerville, J. (1978)

Causal factors in the formation of negative attitudes and their relationship with attainment.

375. Sullivan, G. (1977)

An examination of the methods and materials used in the teaching of educationally sub-normal children in two primary and two secondary schools in Belfast.

376. Sullivan, J. (1976)

A study of the secondary school pupil's expectations of the teacher's role.

377. Teer, R. (1976)

Nietzsche's criticism of Christianity.

378. Thornton, R. P. (1977)

The self-concept and transition from primary to secondary education.

379. Treacy, J. J. (1976)

Characteristics of first-year pupils who receive remedial education at Fermanagh secondary schools.

380. Wade, P. (1977)

Gifted children and their problems.

ST. MARY'S COLLEGE OF EDUCATION

A selected list of dissertations presented in partial fulfilment of the requirements of the degree of Bachelor of Education.

381. Boggs, A. M. T. (1978)

Education: for living or earning a living?

382. Brankin, C. T. (1978)

An examination of some of the arguments in the Black Papers - especially relating to primary education.

383. Breen, M. D. (1978)

Group norms among high and low ability pupils.

384. Burns, C. M. (1978)

Community education in Northern Ireland.

385. Byrne, U. M. M. (1978)

Examination of differences in attitudes of the early school leaver and those who stay on at school.

386. Carlin, G. M. (1978)

A study of children in care.

387. Carroll, P. E. (1978)

The comprehensive debate and Northern Ireland.

388. Collins, M. I. (1978)

Problems faced by probationary teachers in primary and secondary schools.

389. Collins, T. F. M. M. (1978)

The value of ITA for teaching initial reading - a case study of a Belfast primary school.

390. Conlon, C. M. (1978)

The role of the counsellor in the secondary school.

391. Conlon, K. A. (1978)

Language acquisition in the young school child.

392. Connell, M. P. (1978)

The problem of discipline in the secondary school.

393. Craig, R. A. (1978)

An evaluation of resources centres - a case study in Coleraine and Belfast schools.

394. Darby, M. E. (1978)

Science in the secondary school.

395. Denvir, A. M. (1978)

The counselling needs of the early school leaver.

396. Denvir, B. (1976)

Attitudes of school children to outdoor pursuits.

397. Doherty, A. P. (1976)

A case for the grammar school.

398. Donaghy, C. (1978)

Comprehensive education: equality of educational opportunity for children.

399. Donnelly, B. M. (1978)

Evaluation of remedial reading.

400. Downey, J. (1978)

Compensatory education in Andersonstown.

401. Eastwood, U. (1978)

The teacher and curriculum innovation.

402. Elliott, C. E. (1978)

Counselling and the early school leaver.

403. Farry, K. P. (1978)

Language and the young child.

404. Faulkner, S. E. (1978)

Supporting curriculum development.

405. Fay, A. M. (1978)

Causes of failure in gifted children.

406. Fitzpatrick, D. M. (1978)

Recent innovations in the teaching of music.

407. Flanagan, N. E. (1978)

An investigation into the problems of teaching children in special care.

408. Foster, S. (1976)
Teaching French to non-examination classes in secondary school.

409. Gallagher, M. L. P. (1978)
Motivation and the disadvantaged child.

410. Gatt, A. (1977)
Neutrality and the teacher.

411. Gibbons, K. P. (1978)
Education and the student teacher - potential areas of conflict.

412. Gibson, C. B. (1978)
Geography and the school leaver.

413. Gibson, S. (1976)
Lawrence on education.

414. Gillespie, B. M. (1978)
The role of lay brothers in education in Belfast.

415. Haire, G. A. (1978)
'Selection' and its effect in County Fermanagh.

416. Hanna, M. E. (1978)
Perception and the self-fulfilling prophecy.

417. Heaney, M. A. (1978)
Classroom groups (group dynamics).

418. Hearty, P. A. (1978)
Motivation and the early school leaver.

419. Heenan, M. (1976)
Role of adolescence in literature, with particular reference to 'The Catcher in the Rye', 'The Emperor of Ice Cream' and 'The Loneliness of the Long Distance Runner'.

420. Hill, M. A. (1978)
Discipline in the secondary school.

421. Hill, U. (1977)
Primary school mathematics - is Fletcher the answer?

422. Horgan, C. (1976)
The interrelationship between the home and the school - an examination of two contrasting models.

423. Hughes, E. P. (1976)
Brain-damaged children - their educational problems and the facilities and techniques available to help them to overcome these.

424. Hurl, M. J. (1978)

'Copying' as an aspect of classroom deviance.

425. Jamison, J. A. (1978)

A comparison of Irish/French education (1800-1850).

426. Jennings, D. (1976)

Student participation in after-school physical activities in the 15-16 age group in urban secondary schools.

427. Kane, T. M. A. (1978)

Individualised reading programmes in the primary school (a review of the various programmes together with case studies of their use in selected schools).

428. Kearns, M. K. (1977)

The Youth Employment Service: an evaluation of its work with early school leavers with particular reference to County Fermanagh.

429. Keenan, S. V. (1978)

School truancy among fifteen to sixteen year olds.

430. Kelly, M. B. (1978)

'A Second Chance' - an examination of the educational opportunities available to those who leave school without qualifications.

431. Kelly, M. E. A. (1978)

Hedge schools in the Clogher Valley area.

432. Laird, G. F. (1978)

The adult illiterate.

433. Larkin, N. A. (1978)

The value of nursery education in educational priority areas.

434. Lennon, R. M. (1978)

Mixed ability teaching in a Banbridge secondary school.

435. Lewis, A. B. (1978)

The influence of ideology on Western education.

436. Lougheed, E. M. (1978)

The development of syntax in children's written expression (middle school).

437. Lundy O. (1976)

The role of the careers teacher.

438. Lynch, M. B. (1976)

How schools in a particular area try to tackle the problem of inequalities.

439. Lyons, M. E. (1978)
CSE and the early school leaver.

440. McAree, M. P. (1978)
Environment as a factor in school failure.

441. McAteer, M. T. (1978)
The influence of external examinations on the secondary school curriculum.

442. McBride, M. (1976)
School phobia.

443. McCarney, P. (1978)
Links between home and school.

444 McCrea, R. (1978)
Counselling as a preventive means of delinquency.

445. McCreave, M. T.
The old order Amish in a pluralistic America.

446. McCreesh, E. A. (1978)
The education of itinerants.

447. McCullagh, M. (1978)
Home-school relations and the Schools Curriculum Project.

448. McDonnell, L. J. M. (1978)
The teaching of science in primary schools - recent trends in theory and practice.

449. McElhatton, M. E.
Job opportunities and the CSE underachiever.

450. McElroy, M. K. A.
A comparative study of attitudes to home and school between boys and girls in County Fermanagh schools.

451. McGann, C. A. (1978)
Mixed ability teaching in secondary schools with particular reference to the Schools Curriculum Project in Northern Ireland.

452. McGiernon, G. M. (1978)
The Doman-Delcato approach to the education of a brain-injured child.

453. McGuigan, B. M. (1978)
Methods of teaching remedial children to read.

454. McKendry, A. M. (1978)

The developmental approach to careers guidance.

455. McKenna, A. M. G. (1978)

Assessment and testing in the secondary school.

456. McKenna, S. M. (1978)

The home and the school.

457. McKenna, S. M. A. (1978)

The development of social competence in the slow learner in the secondary school - with particular reference to the Clogher Valley area.

458. McKinley, G. M. (1978)

A study of grouping in the primary school.

459. McLoone, M. G. (1978)

Alcoholism and its implications for social education within the secondary school.

460. McMahon, E. (1976)

The role of physical education in the primary school.

461. McManus, M. M. P. (1978)

The value of play for the ESN child.

462. McNicholl, M. J. (1978)

Reading disability among school leavers.

463. McQuade, N. A. (1978)

Dyslexia.

464. McSorley, J. (1976)

The Selection Procedure and its consequences.

465. McStay, G. (1978)

Educational broadcasts and the slow learner.

466. McTeggart, D. (1977)

Environmental factors associated with failure in school.

467. Magee, M. (1977)

Environmental correlates of the educational achievement of urban and rural children - a comparative study.

468. Maguire, M. (1977)

Introduction and development of the national system of education in Ireland, with particular reference to Enniskillen parish.

469. Mellon, B. (1976)

Study of children's opinions of physical activities in selected schools in County Tyrone.

470. Molloy, C. M. (1978)

Careers guidance in Belfast secondary schools.

471. Monaghan, M. T. K. (1978)

The role of religious orders in Irish education.

472. Monan, S. M. (1978)

Teaching of music in primary schools.

473. Mulholland, A. (1976)

Streaming - an investigation into some of the effects of streaming in a secondary school.

474. Mulholland, U. C. (1978)

Adolescence and moral education.

475. Murphy, A. M. (1978)

The significance of parental influence on child attainment in the primary school.

476. Murphy, B. (1978)

The relationship of birth order and family size to achievement at the secondary level.

477. Murray, C. (1977)

Birthdate and achievement in the upper primary school.

478. Murray, M. N. (1977)

The teenage magazine industry and its exploitation of the psychological condition of the female adolescent.

479. Murtagh, M. C. (1978)

An evaluation of nursery education with particular reference to the Craigavon area.

480. O'Halloran, M. (1977)

Magazines teenagers read and the trends and values reflected in them.

481. O'Hare, J. M. (1978)

An analysis of the selection procedure in various countries.

482. O'Kane, B. (1978)

The teaching of mathematics in the lower primary school.

483. O'Mullan, A. H. T. (1978)

Teaching as a career - an examination of the factors influencing our decision to become teachers.

484. O'Neill, I. A. (1977)

The study of spelling.

485. O'Neill, N. K. (1978)

Creativity in the 9-12 year old age group.

486. O'Reilly, K. M. (1978)

The educative value of art in the primary school.

487. Prior, R. (1976)

Recreation and youth facilities in an area of East Down.

488. Quinn, A. (1976)

Recent innovations in the teaching of number in the middle and lower primaries.

489. Quinn, R. M. H. (1978)

An examination of the education and care of spina bifida children in Northern Ireland.

490. Rafferty, S. C. A. (1978)

Mixed ability and its effects on the teaching of history.

491. Reilly, M. F. (1978)

The place of modern dance in the secondary physical education curriculum - aims of the activity and how it is carried out in selected schools.

492. Ryan, P. A. (1978)

Education and the mongol child.

493. Scollan, R. (1976)

An open approach to moral education.

494. Sheppard, F. A. (1978)

The development of the PTA movement in Northern Ireland.

495. Starkey, M. M. (1978)

The development of personal and social adequacy in the slow learner.

496. Toland, M. (1978)

The effect of civil disturbances on the generation gap.

497. Travers, O. (1977)

Needs of the probationary teacher.

498. Wilson, M. K. (1978)

Psychological and social aspects of the subnormal child in the primary school.

STRANMILLIS COLLEGE OF EDUCATION

A selected list of dissertations presented in partial fulfilment of the requirements for the degree of Bachelor of Education.

499. Adams, S. (1978)

Educational facilities in the parish of Blaris in the nineteenth century.

500. Andrews, D. (1977)

Attitudes of secondary school pupils to disciplinary problems.

501. Armstrong, C. (1978)

A study of the relationship between attitude, performance and the self-concepts of second, third and fourth year women physical education students at Stranmillis College.

502. Armstrong, J. (1977)

The identification and referral of maladjusted children in Northern Ireland.

503. Bailey, M. L. (1978)

A study of the factors involved in acquiring reading readiness.

504. Baird, L. (1978)

Moral education kits: an assessment of the place of moral education in the school.

505. Barnes, L. P. (1978)

Hirst's analysis of education.

506. Beattie, J. H. A. (1977)

A critical study of alternative forms of assessment and evaluation in primary school creative art programmes.

507. Bell, B. A. (1978)

An investigation, using a comparative perspective, into the organisation of the sixth form in order to analyse possible sixth-form developments in Northern Ireland.

508. Black, A. E. (1978)

An examination of the evacuation of public elementary school children and teachers from Belfast during the Second World War.

509. Black, C. A. (1978)

A study to determine the effects of intelligence and information on the behaviour of secondary school pupils in a game of chance.

510. Black, P. (1978)

Educational facilities in Newtownstewart, County Tyrone, in the nineteenth century.

511. Black, S. P. (1978)

Understanding the function of Dundonald Special Care School's Nursery Group, and exploring how drama can be used effectively in helping to promote personal and social adequacy.

512. Blair, M. A. (1978)

Elementary schooling in Ballymena in the twentieth century.

513. Blakely, A. (1977)

The development of school design in the Ballynahinch area since 1840.

514. Brennan, E. I. (1978)

A study of the development of primary education in Zambia from the pre-colonial era to the present day.

515. Brennan, F. (1977)

The child who does not communicate.

516. Brown, I. (1978)

Self concept and success in student teaching.

517. Campbell, C. (1977)

The changing nature of children's games: P1-P4.

518. Campbell, D. (1976)

The relationship of a child's personality, and ability to subjectively attend, to resultant teaching strategy and its relevance to the PE teacher.

519. Cardwell, J. H. (1978)

Menstruation: its physiological and psychological effects on physical activity and sports performance.

520. Cardwell, R. A. (1976)

The effect of distraction on attention, and its relevance to the physical educationist.

521. Carleton, S. (1978)

The Christian Brothers and elementary education in Ireland in the nineteenth century.

522. Carson, C. R. (1978)

The development of elementary school design in the Dunmurry area since 1850.

523. Cochrane, A. (1978)

A replication, on a local basis, of the investigation of the aims and objectives of secondary school teachers carried out by Meira Stockl in 1972.

524. Cole, S. (1976)

Rate pairs in primary school maths.

525. Colgan, H. (1977)

The study habits of college students.

526. Colgan, H. C. (1977)

The mathematics involved in life assurance and its application in the classroom.

527. Corken, J. P. (1977)

The positive value of CSE Mode 3 PE.

528. Crown, D. M. S. (1978)

Educational facilities in Limavady, 1900-1978.

529. Davison, B. N. (1978)

The Christian tradition and moral education today.

530. Devlin, A. A. (1978)

Attitudes, general reading capacity and success in mathematics with special reference to two sixth forms.

531. Dinsmore, E. F. (1978)

An investigation into family background, motivation and attainment in a Belfast primary school.

532. Ervine, J. (1977)

Careers guidance in secondary schools.

533. Ewing, R. (1978)

An analysis of what is meant by the higher order skills in reading, and at what stage children need to acquire these in order to read efficiently.

534. Faulkner, V. (1978)

Current trends in education in the People's Republic of China since 1966.

535. Ferguson, C. (1978)

A study of a pupil with reading difficulties.

536. Ferguson, M. V. (1977)

The appreciation of art and design in the primary school.

537. Fleming, P. (1977)

The development of the School Health Service in Northern Ireland since Partition.

538. Gamble, E. (1976)

A follow-up study of educationally subnormal boys from a special school in Northern Ireland.

539. Gardiner, C. A. (1977)

The application of Communist principles in the Soviet education system.

540. Gardiner, H. O. (1978)

An analysis of the provisions made for pre-school education.

541. Gibson, O. C. (1978)

Equality and the education debate.

542. Gilloway, J. S. (1976)

A concept of the appreciation of art in relation to its place within the school curriculum.

543. Gourley, H. E. (1978)

A study of juvenile delinquency and changing environments.

544. Graham, M. W. (1977)

Agricultural instruction in the national system of education in the nineteenth century.

545. Graham, S. H. (1978)

A historical study of the foundation and development of Dungannon Royal School.

546. Graham, S. H. (1978)

Participation in rugby football as a means of social mobility.

547. Halliday, W. (1978)

Analysis of reorganisation plans for secondary education in the East Belfast area.

548. Harrison, J. (1978)

A study of the development of the education system in West Pakistan.

549. Hewitt, J. E. (1977)

An evaluation of the Dickson Plan in the Portadown area.

550. Hopley, M. A. (1978)

Retarded readers in the primary school: diagnosis and remedial measures.

551. Ingram, B. M. E. (1978)

The development and use of language in children up to the age of five.

552. Jack, B. K. (1978)

Geography and the integrated curriculum in the primary school.

553. Jackson, E. H. (1978)

The importance of play in the first year of primary school.

554. Kirk, V. E. (1978)

Reading - perceptual difficulty - dyslexia.

555. Lavery, A. (1978)

A comparative study of the educational facilities provided in Northern Ireland and in Wales for the mentally handicapped child.

556. Lavery, H. (1978)

An investigation into the role of contemporary art in the communication of Christian beliefs.

557. Lyttle, H. (1978)

An analysis of nonformal education in Latin America

558. McBrien, D. E. (1978)

A comparison of teacher training in America and Northern Ireland.

559. McCallion, W. J. T. (1976)

The use of the computer in the teaching of mathematics.

560. MacCombe, S. C. (1978)

The development of model schools in Ireland, with special reference to Londonderry from 1862-1870.

561. McCoo, W. L. (1978)

An in-depth study of the development of netball in Northern Ireland with particular reference to the City of Belfast.

562. McCracken, R. J. T. (1977)

The PE teacher's role.

563. McCullough, N. E. (1978)

The effects of traditional and innovatory forms of motivation on children in a P6 class in a Belfast primary school.

564. McCutcheon, I. (1977)

An investigation into the opportunities for innovation as seen within the decision-making structures of two large secondary schools.

565. McDonagh, B. (1977)

The part played by the Methodist Church in Irish Education.

566. McFadden, J. (1978)

Educational television as a factor in art education.

567. McFadden, M. H. (1978)

The identification of aspects of the visual environment as appropriate sources of motivation for pupils in a Belfast secondary school.

568. McGeary, J. (1976)

Guidelines for the planning and curriculum of an integrated art centre within the comprehensive system.

569. McKee, P. (1977)

The attitudes of delinquent and non-delinquent schoolgirls to PE.

570. McKee, S. (1977)

Drug addiction - a detailed case study.

571. McKimm, G. H. (1978)

A search to discover the ideal role of a community school in the development of the arts of its local area.

572. McKirgan, J. (1977)

The application of miscue analysis in the diagnosis of reading difficulties.

573. Masterson, W. J. (1978)

Values and value judgements - their role in curriculum development and assessment.

574. Millar, P. (1978)

The concept of punishment in education.

575. Montgomery, S. (1978)

Summer enrichment programmes in American high schools.

576. Moody, M. E. (1978)

A survey of pupils' expectations of the teacher, with specific reference to primary seven and form one.

577. Mulryne, T. (1978)

Physical education as a worthwhile activity.

578. Patterson, B. L. (1977)

Educational and social adjustment in children with visual handicap.

579. Patton, S. (1978)

The role of the teacher in the United Kingdom and the United States of America: a comparative study.

580. Reid, L. E. (1977)

Why girls 'sit-out' during PE lessons.

581. Scott, R. E. (1977)

Analysis of problems associated with probationary teaching in primary schools.

582. Sinnamon, M. (1976)

A study of some aspects of mixed ability teaching.

583. Small, C. (1978)

The relationship between social background and language development in the young child.

584. Sproule, B. L. (1977)

An investigation into the influences of home background and parental attitudes on the educational achievement of middle primary school children.

585. Stephenson, L. M. (1978)

The development of Quaker education in Ireland.

586. Teggarty, S. R. (1978)

From an exploratory pilot project on testing infants in the primary school to a set of tests which consider ball size and distance as determinants of catching success with this age group.

587. Towers, S. (1977)

The effects of a series of PE activities on the self-concept, body image and physical development of educationally subnormal girls.

588. Vance, R. N. (1976)

Health and fitness education in the secondary school.

589. Walsh, M. (1978)

Sex education in primary schools in Northern Ireland.

590. Watson, P. (1977)

Language and childhood autism.

PART FOUR

PUBLISHED RESEARCH

Abstracts of selected research articles, reports and books concerned with education in Northern Ireland or published by authors resident in the area.

591. ASSOCIATION OF NORTHERN IRELAND EDUCATION AND LIBRARY BOARDS (1976)

Vandalism and Indiscipline in Schools.

This report of a Working Party set up by the Association of Northern Ireland Education and Library Boards includes, in addition to a review of the oral and written evidence received from the teachers' and other professional organisations, the results of a survey of vandalism and indiscipline in schools. The survey, which was conducted in all post-primary schools and a random sample of primary schools, took the form of a six-week record by the school principal of all incidents of wilful damage to school property, all incidents which seriously infringed school discipline, and all incidents involving pupils and/or teachers on the way to and from school of a sufficiently serious nature to have given cause for concern to the school. The analysis showed that while geographical and organisational factors accounted for less than one quarter of the variation between schools, the schools with the highest incidence of vandalism and indiscipline, as well as the highest incidence of problems on the way to and from school, tended to be large secondary schools in the Greater Belfast area.

592. AUSTIN, S. (1975)

To Be Called Stupid: an experimental approach to the education of non-examination pupils in four Belfast secondary schools. Schools Curriculum Project. Institute of Education, The Queen's University of Belfast.

Participant observation was used in order to evaluate certain experimental approaches to the education of non-examination pupils in four Belfast secondary schools, all of which were in socially disadvantaged areas. The major experimental innovation consisted of appointing in each school, as Group Worker, an extra member of staff committed to working with pupils both in and out of school. The report describes in detail how the role of the Group Worker developed in a variety of school and community settings.

593. BARBER, J. (1976)

Pupil attitude to A-level History.
In Marshall, J. (ed.) *Proceedings Education Conference 1976.*
University College, Galway.

The enquiry was conducted among first-year sixth-form pupils in eight grammar schools in Northern Ireland and one sixth-form college in England. It was designed to ascertain which geographical areas and emphases the pupils would find interesting and useful to study in their advanced level history and to explore the possible existence of differences related to the nationality of the respondents.

European, American, Irish, Russian and Local History were rated as the most useful and interesting, and Chinese, Middle Eastern, Indian and African History were seen as lacking in interest and usefulness. Political, followed by social, history was the most interesting and useful, but religious history was held in low esteem. National and sex differences were slight and predictable.

594. BAMBER, J. H. (1977)

The factorial structure of adolescent responses to a fear survey schedule.
The Journal of Genetic Psychology, 130, 229-238.

The Wolpe-Lazarus Fear Survey Schedule was administered to a sample of 553 girls and 559 boys aged 12 to 18 years and attending Northern Ireland schools. When their responses were factor analysed the most prominent factors to emerge were those loading on items in the social stimuli and tissue damage categories. An analysis of frequency of response to schedule items indicated that this prominence was not a problem of item distribution in the schedule. The findings are discussed in relation to theoretical accounts of fears, and the author concludes that no one particular theoretical position can adequately account for the major findings.

595. BELFAST EDUCATION AND LIBRARY BOARD (1977)

The Report of the Working Party of the Education Committee on Nursery Education/Educational Priority Areas 1973-1977.

The report includes the results of a reading survey carried out in 1975 among all children in the Belfast area who had reached the age of transfer from primary to secondary education. Details are given of the numbers of poor readers as well as incidence figures for emotional disturbance and truancy. The report also presents the results of a survey of the views of primary school principals on strategies which might be adopted to tackle the problems of socially disadvantaged children in a school setting. The principals laid particular stress on the value of favourable teacher-pupil ratios. Also included are data on the distribution of pupil-teacher ratios in the city's schools, as well as information on the staffing of schools designated as schools of exceptional difficulty.

596. BILL, J. M. (1977)

Effects of varying structure and method on the validity of self-report measures.

Research Intelligence, 3, 1, 19-21.

The study compared the relative efficiency of an individual interview schedule and a group self-completion schedule in obtaining information which would predict the subsequent educational behaviour of 15-year-olds under varying degrees of schedule structuring. The results indicated that the structured instruments were more efficient than the semi-structured as indicators of pupils' intended and actual behaviour. It was also concluded that the self-completion questionnaire was a practicable and economical method of gathering detailed information from adolescents of a wide range of ability.

597. BIRLEY, D. (Chairman) (1978)

Opportunities at Sixteen.
Belfast: Her Majesty's Stationery Office.

Report of a study group set up by the Minister of State for Education to enquire into the educational, vocational and social needs and aspirations of young people as they approach statutory school leaving age and in the years immediately following; to consider the adequacy of the educational and related services now provided for them; and to advise on ways of improving and extending them.

598. BOYLE, J. F. (1977)

Educational attainment, occupational achievement and religion in Northern Ireland.
Economic and Social Review, 8, 2, 79-100.

The paper sets out to analyse the relationship between social background, educational attainment and occupational achievement and, in the light of this analysis, to investigate the part which religious affiliation plays in educational attainment and occupational achievement in Northern Ireland. The analysis is based on information obtained in response to a questionnaire designed to measure occupational and educational change in a generation and sent to a random sample of Northern Ireland males in conjunction with the 1971 census. The analysis indicated that those who started from a socially advantageous position were likely to do better both educationally and occupationally. Although occupational advantage generally derived from education there appeared to be cases where social background compensated for lack of educational attainment. While Catholics suffered no educational disadvantage as such, the less well educated were more likely to be caught in a cycle of disadvantage where lower occupational status leads to lower educational attainment which, in turn, leads to lower occupational status.

599. CAIRNS, E. (1978)

Role of task strategy and stimulus processing in reflective and impulsive tactual matching performance.
Journal of Perceptual and Motor Skills, 47, 523-529.

Fourteen reflective and fourteen impulsive boys performed tactual matching tasks in which frequency of observation of the standard was manipulated by successive or simultaneous presentation and in which stimulus features were controlled so that the amount of stimulus analysis carried out might be inferred. The results suggest that an impulsive performance was provoked by simultaneous presentation of the stimuli, but even in this condition the impulsive subjects did not carry out an adequate amount of stimulus analysis.

600. CAIRNS, E. (1978)

Age and conceptual tempo.
Journal of Genetic Psychology, 133, 13-17.

The hypothesis was investigated that response times increase and errors decrease with age on Kagan's Matching Familiar Figures (MFF) test. Twenty-three boys and girls at each age level 5, 7, 9, 11 and 13 years were administered the MFF. One-way analysis of variance suggested that, with age, response times do not increase, while errors do decrease but only between the ages of 5 and 7 years.

601. CAIRNS, E. and CAMMOCK, T. (1978)

Development of a more reliable version of the Matching Familiar Figures Test.
Developmental Psychology, 14, 5, 555-560.

Because of the inadequate reliability of the Matching Familiar Figures Test (MFFT) error scores, a longer, more reliable version was developed. As a result of item analysis of 30 MFFT-type items, 20 were selected on the basis of item-total error correlations and ability to discriminate reflective from impulsive 11-year-old boys. Two subsequent studies with subjects of similar ages suggested that split-half correlations for the new 20-item MFFT over 2 weeks were .91 for latency and .89 for errors, while test-retest correlations over 5 weeks were calculated as .85 and .77 for latency and errors respectively. These results plus those of a further study with 7- and 9-year-old boys and girls led to the suggestion that the new MFFT (the MFF20) is suitable for use with children in the age range 7-11 years.

602. CAIRNS, E. and DURIEZ, B. (1976)

The influence of speaker's accent on recall by Catholic and Protestant school children in Northern Ireland.
British Journal of Social and Clinical Psychology, 15, 441-442.

Equal numbers of Catholic and Protestant children were asked to recall facts from tape-recorded passages. The first time (pre-test) all children heard a Northern Ireland accent and on the second occasion (test) the same speaker using either a Northern Irish, Southern Irish or English accent was employed. In addition to recall questions the test questionnaire asked the child the name of the country he lived in and its capital. No differences were found on pre-test but a significant Religion x Accent interaction emerged in the test situation because of the Catholic children's poorer performance when an English accent was heard. Also Catholic children showed more of an Irish identity and Protestant children more of a Northern Irish identity. Two possible explanations were considered - either the Catholic children's performance was influenced by a negative attitude towards the English or by their lack of exposure to English accented speech.

603. CHASTY, H. T., TURNER, I. and SETH, G. (1976)

Bilateral asymmetry and behaviour: three papers. 2. Bilateral asymmetry and linguistic acquisition in children of school age.
The Irish Journal of Psychology, 3, 2, 137-145.

An experimental group of socially disadvantaged primary schoolchildren was chosen on the basis of its relatively poor performance on language tests for a three-months special course of language teaching. The experimental group made significantly greater progress on the language tests than a matched control group, and this progress was associated with a significant increase in right ear over left ear superiority, as measured by the dichotic listening technique. A further study of reading progress among socially advantaged preparatory schoolchildren revealed that, irrespective of initial levels of reading attainment, those children who progressed most over a three-months period exhibited significantly greater right ear over left ear superiority than those children who progressed least. These results suggested that it is rate of progress that gives rise to a marked lateralisation effect and not the fact of good reading as against poor reading performance.

604. COLGAN, J. (1977)

Home-school contacts.
The Northern Teacher, 12, 4, 20-23.

The article describes the results of a questionnaire survey conducted with teachers in a random sample of one hundred County Down primary schools and with some two hundred parents. The survey was conducted in order to explore how teachers and parents feel about the need for communication with each other, and how these needs might best be met. It showed that parents hold a narrower, more academic, view of the

school than teachers; that parents wish to be involved with their children's education, particularly through homework to which consequently parents attach greater importance than teachers; that both parents and teachers value informal rather than formal means of contact, and that the desire of parents for closer contact with school increases as the child progresses up the school. Parents and teachers both rejected the view that the former should only visit the school at the latter's invitation. (See also 150)

605. CULLEN, C. (1978)

The ideological aspects of education.
In McKernan, J. (ed.) *Proceedings Third Annual Education Conference of The Educational Studies Association of Ireland.*
New University of Ulster, Coleraine.

The paper develops the Marxist thesis that organised education, as an instrument of political socialisation, evinces a disposition to orthodoxy in its reluctance to consider radical alternatives to the established mode of economic and political organisation, and that in doing so it illustrates the importance of ideology in maintaining the stability of the dominant social and economic order.

606. CURRAGH, E. F. and WALLACE, I. D. (1976)

Teacher-student projects in chemistry.
Chemistry and Industry, September, 730-732.

A week-long course designed for teachers and gifted students of chemistry in the first year of the sixth form was supported by a grant from British Petroleum and supervised by staff of the Queen's University Department of Chemistry. The paper describes the students' projects, which were designed to foster high level comprehension in chemistry, the procedures used by the teachers in a series of simulated research exercises, and the subsequent evaluation of the course by the teacher participants.

607. CURRAGH, E. F. and SAVAGE, N. T. (1977)

Attainment in chemistry and its relationship with other cognitive abilities.

Research in Assessment (The Chemical Society), 9-17.

The study examined the relationship between cognitive [illegible] related to the Piagetian stage of formal operations and attai[illegible] in chemistry among boys and girls about to take the 'O'-l[illegible] GCE examination in four grammar schools. It was conclude[illegible] attainment in chemistry, whether assessed in terms of pr[illegible]ss [illegible]ables or in relation to Bloom's taxonomy, does not rela[illegible]e significantly to the abilities displayed in the combinatorial and correlational tasks of Piaget. Likewise Raven's Matrices, as a measure of IQ, proved to be a poor predictor of 'O'-level attainment in chemistry.

608. DARBY, J. (1977)

Educational provision in Northern Ireland.
The Northern Teacher, 12, 4, 3-8.

The article compares educational provision in Northern Ireland with provision in Scotland, England and Wales in order to determine the extent to which the principle of parity of provision applies in practice. As each area differs in its educational priorities, the standard of provision is examined at all educational levels. The writer concludes that while educational provision in Northern Ireland had improved markedly during the 1960's it still lags behind the rest of the United Kingdom, particularly in provision for nursery education.

609. DARBY, J., MURRAY, D., BATTS, D., DUNN, S., FARREN, S. and HARRIS, J. (1977)

Schools Apart? Education and Community in Northern Ireland.
Coleraine: The New University of Ulster.

This research project, which was funded by the Ford Foundation, examines the extent to which Roman Catholic and Protestant children and teachers in Northern Ireland are denominationally segregated in separate school systems. The first stage of the investigation was conducted by questionnaire in a province-wide sample of 250 primary and post-primary schools. The second stage consisted of a more detailed interview-based study of 19 schools in the area bounded by Coleraine, Portrush and Portstewart.

The report identifies a number of similarities and differences between the two systems in such matters as school management, administration, curricula, relations with parents and relations with the community. At the second stage, when increased emphasis was placed on the perceptions of principal, teachers and parents, the study explored the extent to which the two systems interacted, the extent to which perceptions of the other system were stereotyped, and the extent to which principals and teachers were concerned about the consequences of integrated schooling. Since the majority of teachers found it impossible to envisage integrated schooling in the foreseeable future, and given that a number of useful points of contact between schools in the two systems already existed, the authors of the report conclude that the emphasis should be on establishing more fruitful and constructive relationships within and between the two sets of schools. (see also 660 and 661)

610. DEPARTMENT OF EDUCATION, NORTHERN IRELAND (1976)

Reorganisation of Secondary Education in Northern Ireland.
A consultative document issued by the Department of Education.
Belfast: HMSO.

A feasibility study was conducted in order to see how the Northern Ireland bipartite system of grammar and secondary intermediate schools might be changed from a selective to a non-selective system of secondary

education. The study concluded that while a two-form entry comprehensive school was viable for the 11-16 age range, a six-form entry was needed in order to provide satisfactorily for the 11-18 age range. On the basis of this conclusion the study recommended the adoption of a dual system of 11-16 and 11-18 schools with pupils transferring from the former to the latter for sixth-form courses.

611. DOUGLAS, F. (1978)

'O' levels and 'A' levels as predictors of success in the Belfast teacher training colleges.
In McKernan, J. (ed.) *Proceedings Third Annual Education Conference of The Educational Studies Association of Ireland.*
New University of Ulster, Coleraine.

The failure of GCE 'O' and 'A' level results to predict teaching practice grades, as distinct from final examination results, is illustrated from the literature. The failure to show any significant relationship between 'O' and 'A' level grades and subsequent academic attainment among students at St. Joseph's College of Education is examined in the light of the implicit assumption that better GCE's mean better teachers.

612. EVASON, E., DARBY, J. and PEARSON, M. (1976)

Social Need and Social Provision in Northern Ireland.
Social Administration. The New University of Ulster.

The report includes a review of educational development and policy in Northern Ireland from the 1947 Education Act onwards.

613. FARREN, F. and JOHNSTON, M. (1978)

Adult illiteracy - characteristics of students attending a course in basic literacy.
In McKernan, J. (ed.) *Proceedings Third Annual Education Conference of The Educational Studies Association of Ireland.*
New University of Ulster, Coleraine.

The characteristics of nineteen students enrolled in an adult literacy programme are described. Eighteen of the students were male and eleven could write their names and addresses only. Nine were in unskilled occupations, and seventeen reported that other members of the family had reading or writing difficulties.

614. FOOTE, T. P. (1978)

Initial Report on Teacher Shortage/Surplus Areas.
Research Unit of the Northern Ireland Council for Educational Research, The Queen's University of Belfast.

This report was commissioned by, and submitted to, the Northern Ireland Advisory Committee on the Supply and Training of Teachers. It presents (a) the results of a survey among the teacher employing authorities in Northern Ireland with regard to patterns of take-up for advertised Scale 1 teaching posts, and (b) the results of a follow-up study of teachers who were newly-qualified in 1977 from the Northern Ireland teacher-training institutions.

615. FULTON, J. F. (1977)

The role of the counsellor - a review of research.
The Northern Teacher, 12, 4, 15-19.

The review examines studies relating to the role of the school counsellor under the following headings:

1. studies of how the counsellor and other members of the counsellor's role set perceive the role of the counsellor (perception studies);

2. studies of what counsellors do or what they should do in order to perform their duties more effectively (performance studies);

3. studies which examine concepts related to schools and school counselling and try to identify the implications of the insights for the suggested role performance of counsellors (conceptual studies).

616. GEDDES, A. and CRONE, R. (1978)

First year reading programme in a secondary school.
The Northern Teacher, 13, 2, 7-10.

The paper indicates how the English Department of a secondary school implemented a 'saturation' programme in reading development for one in five of its first year pupils. The programme, which was based on systematic schemes of work devised by a senior remedial teacher from the Area Board, made use of team teaching and sixth-form pupils as teaching auxiliaries. The paper reports on the reading progress attained by the pupils over a four month period.

617. GREER, G. B. (1978)

Comprehension of logical connectives in 9 to 16 year olds.
Journal of Structured Learning, 6, 57-71.

A pencil-and-paper test was used with boys aged 9 to 16 of average intelligence to study their comprehension of logical connectives

expressed verbally. Performance levels and types of error made were consistent with previous findings. Disjunction proved more difficult to interpret than conjunction, and one form of negation (part negation), though not another (overall negation), increased task difficulty. Previous interpretations of the linguistic expression of disjunction were questioned.

618. GREER, J. E. (1974)

A guide to sources for research in religious education.
New Divinity, 5, 2, 79-94.

619. GREER, J. E. (1977)

Religion in Ireland: a school based curriculum development project.
Learning for Living, 17, 2, 75-78.

In recognising the importance of religion as a divisive factor in Northern Ireland, this school based curriculum project deliberately attempted to be reconstructionist and ecumenical. The teaching materials produced by the participating teachers were designed (1) to increase pupils' understanding of Christian traditions in Ireland and of the language and thought forms underlying them; (2) to encourage in pupils a sympathetic appreciation of different traditions and current trends, and (3) to develop the ability of pupils to discuss rationally and to investigate forms of religion. An evaluation of the project is being conducted by means of attitude and concept tests, teachers' diaries, interviews and case studies.

620. GREER, J. E. (1978)

Religious education in state primary schools in Northern Ireland.
The Northern Teacher, 13, 2, 11-16.

The paper examines what has happened to Religious Education in the controlled primary school since 1947 in order to see in what direction the subject may be moving in response to the findings of research and the curriculum development work of Schools Council. The role of the Education and Library Boards with regard to the subject is also examined.

621. HARBISON, J. and CAVEN, N. (1977)

Persistent School Absenteeism in Northern Ireland.
Statistics and Economics Unit, Department of Finance for Northern Ireland.

A survey of absenteeism was conducted in all Northern Ireland schools in the Spring term of 1977. The survey showed that 7.8% of the compulsory school age population were absent for more than 14 days during

the term, that 4.2% were absent for reasons other than mainly physical illness, that over half of the latter were missing from school without their parents' knowledge or consent, and that the problem of absenteeism was most acute among 15 and 16 year olds. The highest levels of absenteeism were found to occur in the Belfast and Western Education and Library Board areas.

622. HARGIE, O. D. W., TITTMAR H. G., DICKSON, D. A. (1977)

Extraversion, introversion and student attitudes to microteaching: an empirical analysis.
In Mulcahy, D. G. (ed.) *Proceedings of the Education Conference 1977.* University College, Cork.

The sometimes unsettling effect of microteaching feedback on students gave rise to this study. An attempt was made to interpret attitudes to microteaching in terms of students' personalities and their attitudes towards the experience. Students taking three diploma courses which included a microteaching component were given an Eysenck Personality Inventory and, some weeks after their experience of microteaching, an attitude inventory.

Despite group differences between art, craft and physical education students on both extraversion and attitude to microteaching no significant relationship was established between extraversion and attitude towards microteaching. This is discussed in terms of the microteaching emphasis of each course and the measurement problems of the experiment.

623. HOY, E. A. and McKNIGHT, J. R. (1977)

Communication style and effectiveness in homogeneous and heterogeneous dyads of retarded children.
American Journal of Mental Deficiency, 81, 6, 587-598.

Twenty retarded children, either in a group having mean CA 15 years and mean IQ 47, or mean CA 11 years and mean IQ 36, were studied whilst each taught a simple board game to a listener of similar or dissimilar age and ability, having themselves just been taught the game. They were observed for use of speech, gesture, or manipulation of materials; for the style of speech used, and for success achieved.

It was found that children from both groups altered their means of communicating according to the characteristics of their listeners, generally in a similar fashion to changes in behaviour among nonretarded four-year-olds. However, these modifications were ineffective in producing understanding, particularly as adopted by those of better ability. This and other findings were discussed in terms of both the assessment and training of communication skills with retarded children. It was felt that such training must concentrate on the functional appropriateness of children's utterances, as well as on the linguistic forms employed.

624. HUTCHINSON, B. and McALEER, J. (1978)

Innovations in the school: how can researchers help?
In McKernan, J. (ed.) *Proceedings Third Annual Education Conference of The Educational Studies Association of Ireland.*
New University of Ulster, Coleraine.

The paper describes the Teachers' Curriculum Project at the Northern Ireland Polytechnic as concerned with the investigation and monitoring of teacher based curriculum innovation as it presently occurs. The intention is to develop ways in which that process may be more fully understood and given future support. The research methodology falls under the generic title of case study.

625. IRWIN, W. G., BAMBER, J. H. and HENNEMAN, J. (1976)

Constructing a new course for undergraduate teaching of general practice.
Medical Education, 10, 302-308.

The first part of the paper outlines the method used to analyse and re-define a set of educational objectives on which a new course of teaching of medical general practice in the later clinical years is based. The second part describes the course, the learning methods, behavioural attainments and the techniques of evaluation to be implemented.

626. IRWIN, W. G. and BAMBER, J. H. (1978)

An evaluation of a course for undergraduate teaching of general practice.
Medical Education, 12, 20-25.

The paper presents an evaluation of the undergraduate fifth year course of teaching in general medical practice in the Queen's University, Belfast. Two Modified Essay Question papers were randomly selected from those used for some years past in the Department of General Practice. These were administered before and after completion of a five week course of teaching to 144 students who had been assigned alphabetically to twelve groups. Results showed that the composite mean MEQ scores doubled between pre- and post-course tests. The correlation coefficients tabulated did not indicate that the marked improvement in mean scores before and after the course in general practice was influenced to any extent by knowledge acquired in other disciplines. The overall findings established the value of small group clinical teaching of general practice based on a problem oriented approach to learning, and justified the time spent on clarifying the undergraduate educational objectives.

627. IRWIN, W. G. and BAMBER, J. H. (1978)

Characteristics of senior medical students at Belfast.
Medical Education, 12, 117-123.

The degree of homogeneity existing in the medical school student population of the Queen's University, Belfast, is analysed and discussed in relation to the characteristics of social class, sex, academic attainment, admission standards, intelligence test scores and personality.

No sex difference in the social class distribution of Queen's medical students was noted, and there was a much lower proportion of social class I students and a higher proportion of social class III students than shown elsewhere in the UK. Female students, who constituted 38% of the medical school student population, were found to have a significantly better overall academic record than males, when related to intelligence, aptitude for certain subjects and probably to behavioural and attitudinal differences to study and medical care. No significant sex differences were noted in relation to entry qualifications, intelligence, and the personality factors of extraversion and neuroticism.

628. JENKINS, D. R. (1976)

Man: a course of study: an American curriculum project. Unit 14 in
E203 Curriculum Design and Development.
Bletchley: Open University Press.

629. JENKINS, D. R. (1976)

Curriculum evaluation. Units 19, 20 and 21 in
E203 Curriculum Design and Development.
Bletchley: Open University Press.

630. JENKINS, D. R. (and SHIPMAN, M.) (1976)

Curriculum, An Introduction.
London: Open Books.

631. JENKINS, D. R. and O'TOOLE, B. (1977)

Curriculum evaluation, literary criticism, and the paracurriculum in Mulcahy, D. G. (ed.) *Proceedings of the Education Conference 1977.* University College, Cork.

A discussion of the relevance of concepts and models from the world of literary criticism to those of educational evaluation. A parallel is drawn between issues in these two areas, and it is further considered whether an explicit literary-critical stance can enhance the

descriptive and illuminative roles of the educational evaluator (also in WILLIS, G. (ed.) *Curriculum Criticism*. McCutchans).

632. KEANE, T. B. (1978)

Attitudes to religious integration in schools in a sample of secondary school children in the Newry and South Down Area.
In McKernan, J. (ed.) *Proceedings Third Annual Education Conference of The Educational Studies Association of Ireland*.
New University of Ulster, Coleraine.

Attitudes to various aspects of religious integration in schools were examined among fourth- and sixth-form pupils in six secondary schools. (see also 163)

633. LATCHAM, C. R. (1977)

The Organisation of Educational Technology in Northern Ireland.
London: Council for Educational Technology.

This feasibility study was concerned with the ways in which the educational resources, human and material, of the province could be used more effectively. The study emphasised the need for a greater sharing of resources at all levels, and recommended that an Educational Development Unit should be established to coordinate and support work in inservice training, educational research, curriculum development, educational technology and resource provision.

634. LINDSAY, W. J. (1978)

Predictive modelling of the academic performance of adults in a continuing education programme.
In McKernan, J. (ed.) *Proceedings Third Annual Education Conference of The Educational Studies Association of Ireland*.
New University of Ulster, Coleraine.

The development of a regression model to predict academic performance at the adult level must take account of variables which are both specific and general with respect to the student groups, which are both linear and non-linear with respect to predictor variables, and which are both cross-sectional and longitudinal with respect to time. The model is illustrated in relation to studies based on the performance of adult students.

635. LYNN, R. (1977)

Selective emigration and the decline of intelligence in Scotland.
Social Biology, 24, 173-182.

A number of studies are reviewed to show that the mean level of measured intelligence in Scotland is approximately three to four IQ points lower than that in England. These results are in striking contrast with another set of findings showing that in the nineteenth century Scotland had a greater proportional output of people of intellectual distinction than did England. Evidence on Scottish-English differences in education, parental attention, and per capita income suggests that none of these factors can explain the difference in mean IQ. It is suggested that the principal cause of the reduced mean intelligence in Scotland lies in the selective emigration of the more intelligent, and evidence is reviewed to show that this emigration has occurred for at least a century.

636. McGILTON, J. (1976)

Some comparative studies of education in the United States and the United Kingdom.
The Northern Teacher, 12, 2, 15-17.

The article summarises five cross-cultural studies concerned with education in the United States and the United Kingdom. The studies were selected because in each case Northern Ireland was included in the sampling of schools and colleges. The first study was concerned with special services for school children; the second with the educational attainment of children aged 6 to 11; the third with the educational/vocational problems of disadvantaged secondary school pupils; the fourth with student teachers at three stages in their training, and the fifth with the educational attainment of secondary school pupils aged 12 to 17. The main findings or conclusions are reported for each of the five studies.

637. McGUFFIN, S. J. (1976)

Health Education in Primary Schools in Northern Ireland: A Survey of Current Practice.
Belfast: Stranmillis College.

The investigation was designed to survey current practice in health education in primary schools in Northern Ireland. Half of all primary schools in the province were sent a questionnaire on health education and this was completed by 41% of the schools approached. The results showed that schools gave most attention to road safety, dental care, personal hygiene, moral education and water safety, and least attention to menstruation, reproduction, infectious diseases, first aid and pollution. The report gives details on methods of teaching health education, the use made by schools of health education officers and health visitors, the use of radio and television, facilities for health education in schools, pre-service training in health education, the inservice needs of teachers and the extent to which parents are informed with regard to health education programmes in schools.

638. McGUFFIN, S. J. (1976)

Health Education in Northern Ireland Schools: A Survey of Teachers' Attitudes.
Belfast: Stranmillis College.

The investigation sought the views of teachers in post-primary schools on the inclusion of health education as a subject in the school curriculum, its organisation in school, its place as an examination subject, and the contribution which teachers felt their particular subject area could make to health education. Information was sought by means of a questionnaire sent to a stratified sample of 500 teachers, the majority of whom were heads of department. The first 240 replies were included in the analysis, which showed that over 90% of the teachers recognised smoking and alcohol as major health problems, followed by issues of social responsibility such as conservation and pollution, and issues of personal development, including nutrition and reproduction. It was felt that home economics, biology, general science, religious education and physical education had most to contribute to health education, but teachers were equally divided on whether the subject should be taught by a specialist or whether existing subject areas should contribute to an integrated programme. The report concludes with a number of recommendations with regard to the development of health education in schools.

639. McGUFFIN, S. J. (1976)

Health Education in Northern Ireland Schools: A Survey of the Attitudes of Parents and Pupils.
Belfast: Stranmillis College.

The investigation was designed to sample the views of parents and pupils on aspects of health education in school and home. A planned sample of 1000 parents of fifth-year pupils in ten schools was reduced to 247 out of 496 parents in the six schools which agreed to participate. Parents reported that alcohol and drugs were most frequently discussed in the home. They agreed that smoking, drugs and alcohol should be included in the school curriculum, but were opposed to teaching about contraception or venereal disease. They considered that they, as parents, were a more important source of health education than the school.

Eight out of a further 10 post-primary schools cooperated in the pupil survey to provide questionnaire responses for 734 fifth-year pupils. The pupil information showed that while smoking, drugs and alcohol were most frequently discussed at home and in school there was little teaching on venereal disease, contraception or mental health at home or in school. Nevertheless these last three topics headed the pupils' list of requests for teaching in school.

The report concludes with a summary review of the findings and recommendations from each of four reports on health education prepared by the author.

640. McGUFFIN, S. J. (1976)

Health Education in Northern Ireland: a survey of current practice in post-primary schools.
Journal of the Institute of Health Education, 14, 1, 20-26.

The investigation was designed to survey current practice in health education in post-primary schools in the province. The paper presents the results of a questionnaire survey, in which 27 per cent of all post-primary schools cooperated, and which formed the basis of the author's 1975 report, *Health Education in Post-Primary Schools: A Survey of Current Practice*, listed in Volume 3 of the Register.

641. McGUFFIN, S. J. (1977)

Venereal disease: its place in health education in schools.
British Journal of Venereal Diseases, 53, 4, 252-254.

The paper reports the findings concerning venereal diseases and contraception in several surveys conducted into health education in Northern Ireland. The evidence shows that there is little instruction and discussion of these subjects, either at home or at school, but that teenagers are divided in their attitude, some desiring information while others are apathetic. The need for well informed teenagers willing to make responsible decisions is stressed, and reference is made to one curriculum development project producing materials in this field.

642. McGUFFIN, S. J. (1977)

Health education in primary schools in Northern Ireland.
The Northern Teacher, 12, 3, 20-23.

The main findings from a survey of current practice in health education in primary schools in Northern Ireland.
(see also 637)

643. McGUFFIN, S. J. (1978)

Recent development in health education in schools in Northern Ireland.
Ulster Medical Journal, 47, 1, 88-94.

The findings from five surveys in the field of health education are reviewed and related to current policy and curriculum development in health education.
(see also 637, 638, 639 and 640)

644. McGUFFIN, S. J. (1978)

What Northern Ireland teachers think about health education.
Journal of the Institute of Health Education, 14, 1, 18-25.

The findings of a questionnaire survey of the views of teachers with regard to health education in post-primary schools are presented. (see also 638)

645. McKERNAN, J. (1977)

An experiment in school based curriculum development in Northern Ireland secondary schools.
The Secondary Teacher, 6, 4, 12-13.

The article describes the aims and methods of the Schools Cultural Studies Project, a school based and university linked curriculum development project jointly sponsored by the Joseph Rowntree Charitable Trust and the Northern Ireland Department of Education. The project was based on two fundamental assumptions: first, that schools have a significant part to play in resolving the difficulties that have beset Northern Ireland society in recent years, and second, that teacher involvement in curriculum design and development is crucial in any contribution made in and through schools.

646. McKERNAN, J. (1977)

Pupil value systems in State and Catholic secondary schools in Northern Ireland.
In Mulcahy, D. G. (ed.) *Proceedings of the Education Conference 1977.* University College, Cork.

The Rokeach Value Survey was administered to 751 fourth-year pupils from all types of secondary school in North-East Ulster, with the intention of ranking the importance assigned to positive human values and establishing how these are subject to group differences, such as between Protestant and Catholic. It was found that pupils gave high ranks to such terminal values as 'a world at peace' 'freedom' and 'happiness', and to instrumental values such as 'honest' 'clean' and 'loving'. There were many similarities between the views of the two main religious groups, which did not differ on 12 of the 18 terminal values. The major differences noted were on concepts of 'equality' and 'freedom', which were more highly ranked by the Catholic children. The problems of interpreting such results were discussed in terms of the difficulties of differentiating between groups polarised by political discord. It was suggested that, nonetheless, the method has potential for research into group differences in Northern Ireland.

647. McMAHON, H. F. (1975)

Curriculum development in Northern Ireland
In Harris, A., Lawn, M. and Prescott, W. (eds.) *Curriculum Innovation*. London: Croom Helm: 71-75.

The article draws attention to a change of policy on the part of the Northern Ireland Schools Curriculum Committee with regard to the sponsorship of curriculum projects. It identifies a trend away from dependence on central initiatives, whether by the Department of Education or by the Schools Council, towards the development of locally-conceived solutions to curriculum problems.

648. McMAHON, H. F., ANDERSON, J. S. A. and BARTON, J. C. (1977)

Student response to differentiated learning tasks in CML.
Journal of the Association of Programmed Learning and Educational Technology, 14, 2, 168-175.

The paper describes reactions of student teachers to a computer-managed course of study involving distinctive types of learning experiences in curriculum theory. A *post-facto* analysis based on use of the system, academic achievement, satisfaction and tests of 'locus of control' and 'tolerance of ambiguity' was used. Results indicated that students who saw themselves as responsible for their achievement did achieve better results than those who saw the system as responsible for their progress, and this was not accounted for by any differences in the extent of system use. Students who were more tolerant of ambiguity made significantly less use of the system. Students who preferred to work outside the CML system did not compensate for their low achievement by doing better in group activity. These preliminary results suggested that whilst a high degree of external control over learning may achieve better academic results it may do so only by giving an advantage to closed-minded system followers.

649. McMAHON, H. F., McCONNELLOGUE, P. and ANDERSON, J. S. A. (1977)

Computer managed learning in Northern Ireland.
The Northern Teacher, 12, 5, 17-22.

The article describes a number of computer managed learning (CML) projects in Northern Ireland. The projects, which were supported by the National Development Programme in Computer Assisted Learning, include the use of the computer in an independent learning scheme for A-level physics, as well as its use in monitoring and judging student progress through modular course structures in higher education. Potential developments in CML are discussed in relation to available expertise and the termination of financial support by the National Development Programme of the DES.

650. McMAHON, H. F., ANDERSON, J. S. A., and ANDERSON, T. H. (1978)

The Computer in the Management of Open Learning Systems. Report to the Council for Educational Technology.
Coleraine: The New University of Ulster.

A study of the current and future uses of computers in the management of non-viable sixth form teaching, of adult and community education and of resource provision through centralised agencies.

651. McMAHON, H. F. (1978)

Progress and prospects in computer-managed learning in the United Kindgom.
Journal of the Association of Programmed Learning and Educational Technology, 15, 2, 104-113.

In this review of the current situation in computer-managed learning in the United Kingdom the major CML systems now extant are examined in turn and references are given to resource material available for further study of these systems. Some of the key issues and problems facing developers and users of CML are identified and analysed under the umbrella terms of testing, routing and record keeping.

652. McWHIRTER, E. P. (1978)

Understanding of proportion as embodied in the concept of fullness.
Contemporary Educational Psychology, 3, 205-231.

Glasses containing water were presented in pairs, the problem being to decide if one glass of each pair was fuller or emptier. These situations were posed to 220 children at each year from 5 to 15 years, and to 20 adults. The younger children, those 5 to 11 years, were also asked to give reasons for their decisions. The glasses differed in height, diameter and water level, and in proportions full and empty.

It was found that the older children were better able to cope with the task's perceptual features. Contrary to other research findings, it seemed that the children thought of the concept of fullness and emptiness in the same manner. Far from the concept being mastered by age eleven, it was still not completely understood by adulthood. The older subjects did not seem fully aware that it was not only necessary to estimate the volume of liquid, but to relate this to the total volume of the container and finally to compare the two ratios. These results were related to the findings of similar experiments by Bruner *et al.* Inadequacies in Bruner's interpretations were suggested, and extensions of research of this nature proposed.

653. McWHIRTER, E. P. (1978)

Expectation and frustration: developmental psychology for professional courses.
Psychology Teaching, 6, 1, 12-19.

The place of psychology within courses in the applied social and health services is examined. The requirements of various professions, such as social workers, health visitors, physiotherapists, speech and occupational therapists, are analysed, and their expectations of psychology as a discipline are reported. Psychology is considered by these professions to contain relevant concepts and information which facilitate the observation, understanding, analysis and change of behaviour in people of differing ages. These outcomes are set against an examination of aspects of psychology curricula, with special reference to the teaching of developmental psychology, as central to the needs of professional education and training.

654. McWHIRTER, E. P. and MARGRAIN, S. A. (1977)

Flexibility of transfer between courses - an aid to student assessment.
Psychology Teaching, 5, 2, 149-153.

The Northern Ireland Polytechnic's philosophy of flexibility of transfer between courses implies the usefulness of assessment and comparison of levels of student ability between the two courses involved. In this area, results from an introductory psychology course common to different options in the social sciences were used, students being given an objective multiple-choice test of content from that course. Comparisons were made between entrants to courses in two successive years, between academic and applied degree courses, and between degree and diploma courses.

It emerged that standards were similar between year-groups and between the two degree courses examined. The difference between degree and diploma courses was reported in order to indicate which options for transfer were viable. It was suggested that the method used has potential for measuring continuity of standards across courses and their various levels, and from year to year. Implications for entrance requirements and student selection were explored.

655. MALONE, J. and CRONE, R. (1975)

Approaches to innovation in schools.
The Northern Teacher, 12, 1, 16-20.

The authors indicate how the Schools Curriculum Project, when confronted with the Northern Ireland situation, rejected a reformist approach and instead adopted a system realisation model. This approach permitted the Project, in conjunction with teachers, to seek means and methods of furthering aims and objectives which are already in the educational system but which, for one reason or another, schools are unable to achieve.

656. MALONE, J. and CRONE, R. (1978)

A new approach to innovation in schools.
Educational Research, 20, 2, 83-88.

An extended version of an article by Malone and Crone (1975) which first appeared in *The Northern Teacher*.
(see also 655)

657. MARGRAIN, S. A. and McWHIRTER, E. P. (1978)

The work of the psychology teacher in polytechnics - a survey.
Psychology Teaching, 6, 2, 167-174.

Questionnaires sent to all teachers of psychology in United Kingdom polytechnics yielded a 34% response rate. Information was derived on the types of courses taught, numbers of teaching hours, extent of contact with students, and time devoted to various duties. Problems of inter-departmental communication were noted, and the extent of approval for such arrangements reported. There was general satisfaction with the amount of contact with students, and dissatisfaction with certain non-teaching duties. Despite a proportion of time spent teaching at degree level comparable with that of university staffs, it was felt that more time and encouragement should be afforded to research within polytechnics.

658. MILLER, R. (1977)

Opinions on school desegregation in Northern Ireland.
In Spencer, A. E. C. W. and Tovey, H. (eds.) *Proceedings of Fourth Annual Conference of Sociological Association of Ireland, 1977.*

A commentary upon the response of a representative sample of Northern Ireland men aged between 18 and 64 to the statement "If a Catholic school and a Protestant school in this area decided to get together now and make a joint school for both religions, I would like my children to go to it". Both main religious groups agreed with the statement, Catholics (88%) significantly more so than Protestants (77%). This result is discussed in greater detail, in comparison with responses to other questions of a 'social distance' nature and in relation to socio-economic ratings.

659. MORGAN, V. and DUNN, S. (1977)

Evaluation of a course on primary education.
In Mulcahy, D. G. (ed.) *Proceedings of the Education Conference 1977.* University College, Cork.

The shift in focus of an Education Department in order to meet the needs of intending primary teachers is described, as is the structure for student evaluation that is developed. The attempts of staff to monitor the effectiveness of the course are set out in terms of the

components of the course and the measuring instruments used. Among the findings, students' attitudes are reported towards such matters as liberalism, the teaching of basic skills, personal motivation, the role of visitors to the classroom, and working in groups. Staff attitudes are reported in terms of the demands of the course, its merits in comparison with the course it replaced, subject integration, criteria for evaluating students, and the emphasis upon group work.

660. MURRAY, D. (1978)

Education and community in Northern Ireland: schools apart?
In McKernan, J. (ed.) *Proceedings Third Annual Education Conference of The Educational Studies Association of Ireland.*
New University of Ulster, Coleraine.

The paper examines differences between Maintained/Catholic and State/Protestant schools in Northern Ireland with regard to clerical representation on management, the training backgrounds of teachers, the prevalence of parent and parent teacher associations, and teacher stereotypes as perceived between the two systems.
(see also 609)

661. MURRAY, D. (1978)

Education and Community in Northern Ireland.
The Northern Teacher, 13, 2, 3-6.

The paper examines the extent to which the religious denomination of pupils and teachers, together with issues such as clerical involvement in management, corporal punishment, the involvement of staff in decision making and forms of contact between home and school, severally support the conclusion that Northern Ireland schools can be distinguished as Protestant and Catholic institutions.
(see also 609)

662. OSBORNE, R. D. and MURRAY, R. C. (1978)

Educational Qualifications and Religious Affiliation in Northern Ireland.
Belfast: Fair Employment Agency for Northern Ireland.

'O' and 'A' level results in the Northern Ireland GCE examinations were analysed in order to see whether Roman Catholics and Protestants have an equal opportunity to compete for jobs on the basis of their formal qualifications and also to see to what extent the separate education systems equally prepare their children for later employment in terms of their formal educational qualifications. The analysis showed that by 1975 Roman Catholics were as well represented for passes at 'O' level but not at 'A' level as they were in the general population. A further analysis of the main subject areas showed that Roman Catholics were under-represented in the science areas and over-represented in languages and humanities at both 'O' and 'A' levels.

663. OTTERBURN, M. K. and NICHOLSON, A. R. (1976)

The language of (CSE) mathematics.
Mathematics in School, 5, 5, 18-20.

The study sought to discover how well each of a list of 'everyday' words used in mathematics was understood by a group of 300 pupils following a CSE course. The findings showed that, for this group of pupils, there was considerable lack of understanding of, and confusion concerning, words which their mathematics teachers and examiners might well assume were completely comprehensible.
(see also 155)

664. PRITCHARD, R. M. O. (1975)

Language laboratories in schools.
The Irish Journal of Education, 9, 1, 44-57.

The technical characteristics of various types of language laboratory are outlined. The difficulties of effective monitoring by teachers and accurate auditory discrimination by pupils are highlighted and the theoretical rationale underlying most commercial laboratory material is critically examined. Some major research studies into the effectiveness of language laboratories are discussed. It is suggested that laboratories give only a slight initial advantage in speech production, and that their educational usefulness is not always commensurate with their cost and technological sophistication.

665. PRITCHARD, R. M. O. (1976)

School language laboratories in Northern Ireland.
The Irish Journal of Education, 10, 2, 93-104.

A survey was carried out of all schools in Northern Ireland possessing language laboratories. Questionnaires were completed by heads of modern language departments, by a sample of assistant teachers and by a number of pupils. By this means information was collected about the technical efficiency of the installations, the type of teaching material used in them, the organisation of practice sessions and teacher training for laboratory work. Attitudes of teachers and pupils towards laboratory work were also surveyed and it was found that teachers rate the usefulness of the laboratory much more highly than do their pupils. It is suggested that the current use of language laboratories in Northern Ireland may not conform to the best educational practice as indicated by research.

666. ROGERS, P. J. (1976)

An empirical examination of 'discovery' method.
Scottish Educational Studies, 8, May, 24-35.

The paper describes an experimental comparison between a 'forms of knowledge' (specific enquiry) approach and a 'discovery' (free enquiry) approach to teaching in a local studies project with children at the upper primary and lower secondary stages of education. The results of the experiment seemed to tell quite heavily against the 'free enquiry/discovery' argument and to lend support to the claim that useful enquiry contains an important specific element.

667. ROGERS, P. J. (1978)

An experimental test of a 'forms of knowledge' approach to teaching.
Educational Research, 20, 2, 130-136.

The paper describes an empirical attempt to test the feasibility of a 'forms of knowledge' approach to teaching history at the upper primary and lower secondary school stages. The pedagogical theories of Bruner made it possible to devise a 'forms of knowledge' approach which was constrasted with teacher-centred instruction in such a way that every child experienced both approaches. The results of the experiment were found to support the claim that a 'forms of knowledge' approach is feasible in teaching children.

668. ROGERS, P. J. and ASTON, F. (1977)

Play, enactive representation and learning.
Teaching History, October, 18-21.

The paper compares an 'organised games' approach with a 'guided tour' approach to historical studies with upper primary school children. The 'tour' children were asked to locate places on a plan of a Plantation castle and complete a questionnaire before being taken on a guided tour of the castle, when their answers to the questionnaire were checked and corrected. The 'games' children spent less time on the questionnaire and guided tour and instead were involved in playing four games designed to provide an enactive representation of important parts of the information covered in the questionnaire. A test given after the visit and a re-test five weeks later both showed a significantly superior performance by the 'games' group.

669. RUSSELL, J. (1976)

Socialisation into conflict.
In Marshall, J. (ed.) *Proceedings Education Conference 1976.*
University College, Galway.

A survey conducted among 3,000 schoolboys aged between 8 and 15 and living in different parts of Northern Ireland identified three important

influences upon the acceptance of violence. Among Catholic schoolboys of all ages the single most important influence was Irish nationalism. Among primary school Protestants the two influences most likely to divide boys in their attitude to political violence were age and the Orange Order. Among secondary school Protestant boys the most important influence upon approval or disapproval of violence was marching with the Orange Order.

670. RUSSELL, J. L. and SCHELLENBERG, J. A. (1976)

Political attitude structure of schoolboys in Northern Ireland. *The Irish Journal of Psychology, 3, 2, 73-86.*

Several main dimensions of political attitudes of secondary schoolboys in Northern Ireland were identified by factor analysis. Attitudinal responses of 303 Catholics and 266 Protestants were used in the study. A sub-sample of 260 boys was also derived to give a roughly representative sample of secondary schoolboys in Northern Ireland. Among the key dimensions identified by factor analysis of these samples were the degree of acceptance of members of the opposite communal group for general social interaction, acceptance or rejection of the other group for more intimate association, the degree of approval of violent behaviour, the amount of positive sentiment towards the government, and the degree of support for the ideological assumptions of Unionism. Attitude scales were derived to represent these factors and tested for reliability.

671. RUSSELL, J. L. (1977)

Motivations for vandalism in Northern Ireland: research paper. In Mulcahy, D. G. (ed.) *Proceedings of the Education Conference 1977.* University College, Cork.

The paper describes an investigation into some motives and meanings of vandalism, using social survey methods with third and fifth year secondary schoolboys in the Craigavon area (N=1088). These self-reported destructive acts suggested that vandalism is a minority problem. A composite score for destructiveness over a six-month period was assigned to each boy, and subjected with 75 background social variables to multiple-regression analysis. It was found that the best predictor of destructiveness was 'position in gang or group' among Protestant boys, and 'affect to authority' among Catholic boys. When the boys' views of their own motivations were examined, it seemed that there was a strong association with ideological vandalism, political/religious and malicious reasons predominating. Some second-rank influences upon destructiveness also emerged, including the time spent over homework and attitude to teachers.

672. SALTERS, J. (1976)

Integrated education in Northern Ireland: some assumptions to be examined.
In Marshall, J. (ed.) *Proceedings Education Conference 1976.*
University College, Galway.

To test the possibility that children in Catholic schools might be less tolerant and less civic-minded than their counterparts in 'Protestant' schools pools of items likely to give a measure of religious tolerance, general tolerance and civic responsibility were piloted and then administered to 939 fourth-form pupils in 16 Belfast schools, 8 of which were Catholic and 8 of which were Protestant in intake.

The results gave no support to the claim that separate Catholic education is socially divisive in the sense of being associated with rigid, intolerant attitudes and lower levels of social consciousness. On the contrary, there was a strong suggestion that boys and girls in Catholic schools are, as a group, somewhat more tolerant than pupils in 'Protestant' schools.

673. SAUNDERS, E. D. and SAUNDERS, C. (1977)

The research and development of means of assessing students' teaching performance.
In Mulcahy, D. G. (ed.) *Proceedings of the Education Conference 1977.*
University College, Cork.

An account of the development of an observation assessment schedule for evaluating the classroom performance of fourth-year B.Ed. students whose main subjects were communication studies or physical education. The aims of the schedule and the problems of assessing practical teaching are discussed, in terms of implications for the roles of tutors, teachers and students.

A process of involving tutors of both educational studies and main subjects with the supervising class teachers in a collective final assessment of students' practical ability is described. Inherent problems of rating schedules are discussed, and an inventory of critical incidents in specific teaching situations is adopted as a preferred alternative. The refinement of this approach is described, as is a final evaluation of its usefulness. Substantial agreement was obtained between the judgements of the evaluators with regard to students' teaching notes, videotapes of their lessons and audio-tapes of their comments.

674. SOCKETT, H. T. (1976)

Designing the Curriculum.
London: Open Books.

675. SOCKETT, H. T. (1976)

Rationality as Artistry. Units 16 and 17 in
E203 Curriculum Design and Development.
Bletchley: Open University Press.

676. SOCKETT, H. T. (1976)

Teacher accountability.
Proceedings of Philsophy of Education Society of Great Britain, 10, 34-57.

The results-based approach to teacher accountability is criticised on the basis that it attempts to connect *quality* in education to *proof*. In place of such a utilitarian model the author argues for a professional model wherein teacher accountability adheres to principles of practice rather than looking for results embodied in pupil performance.

677. SOCKETT, H. T. (1977)

Models in curriculum development.
Compass: Journal of the Irish Association for Curriculum Development, 6, 2, 3-13.

Four features of a representational as distinct from an ideal model of curriculum development are identified as criterial for teacher participation in the process of building the model. The first is project manageability; the second is a shared understanding of aims; the third is a similarity of classroom practice; and the fourth is pupil involvement in defining the classroom agenda.

678. STARR, J. W. (1976)

Assessment or examination: a study of student preferences.
Durham Research Review, 8, 37, 48-52.

Samples of 111 students in 1968 and 116 students in 1974, following a postgraduate education course, completed questionnaires indicating their preferences among eight methods of assessment involving differing proportions of coursework and examination. A mixed method of assessment made up of both coursework and examination was the most popular with both year groups. In the 1968 group 52.2% thought that more than 50% of the marks should be awarded for coursework compared with 70.6% in 1974. Students thought that final examinations emphasized rote memorization and that coursework assessment was potentially more reliable as well as being more practically orientated.

679. STARR, J. W. (1978)

Discipline and corporal punishment in schools: a longitudinal study of the attitudes of a group of student and probationary teachers. *Research in Education, 19, 67-75.*

A Thurstone-type attitude scale was used to assess the attitudes of a group of graduate student teachers towards the use of corporal punishment in schools on each of three occasions: before embarking on a period of six weeks' teaching practice in schools; on completion of this period of practice, and at the end of one year in a substantive teaching post. Measured attitudes before and after the period of teaching practice were similar but, by the end of the first year of teaching, there was a significant shift in favour of the use of corporal punishment. Splitting the sample into two sub-groups, those having and those not having difficulty with discipline, revealed that the overall shift in attitude could be largely accounted for by changes in the attitudes of those with discipline problems.

680. SYKES, D. H. (1976)

Stimulus processing and recognition memory in children. *British Journal of Psychology, 67, 429-438.*

Thirty-six children in each of three age-groups (8, 10, 12 years) were tested for recognition memory following an incidental learning task. The children were first asked to categorize a set of 28 words, either by verifying presence or absence of the letter A in each word, or else in sets of animals and countries. They were then unexpectedly asked whether or not each of a set of 56 words had been in the original set of 28.

Children of all ages who first inspected words for meaning showed similar strength of recognition memory. Words which had been examined for meaning were recognised better than those inspected for the letter A, and recognition memory was thus taken as a reflection of the child's strategy for processing words. However, among those asked to inspect words for A, the older children showed markedly greater memory strength, seeming to be superior in processing the meaning of these words. It was inferred that age-related changes in memory reflect changes in the organisation of skills needed to extract and analyse information, rather than changes in the strength of separate memory stores.

681. TREW, K. J. (1976)

Aspects of classroom practices in the upper primary school. In Marshall, J. (ed.) *Proceedings Education Conference 1976.* University College, Galway.

Research findings on what teaching in primary school classrooms consists of are reviewed and compared with officially approved statements in the Plowden Report and elsewhere with regard to the nature of good teaching practice.
(see also 682)

682. TREW, K. J. (1977)

Teacher Practices and Classroom Resources.
Belfast: Northern Ireland Council for Educational Research.

The systematic observation of day-to-day life in 20 classrooms is combined with teacher and pupil reports to give a composite portrait of classroom life in urban and rural primary schools. The report describes the provision and use of resources in these schools and gives a detailed account of teaching practices and classroom organisation. The report suggests that the schools are more conservative in their practices than educational opinion would suppose, and that such innovations as take hold are quickly assimilated to traditional patterns of teaching.
(see also 681)

683. TREW, K. J. (1977)

Teaching reading in the urban school: a study and its methodology.
In Greaney, V. (ed.) *Studies in Reading.*
Dublin: The Educational Company of Ireland.

This paper describes the methodology used in a study of the teaching of reading in infant and junior primary school classrooms. Three approaches are described which together provide a micro- and macro-description of classroom practice.

684. TURNER, I. F. (1974)

Cognitive effects of playgroup attendance.
The Irish Journal of Education, 8, 1, 30-35.

Seventy-two children who attended eight pre-school playgroups for disadvantaged children in Belfast were compared with seventy-two who attended the same playgroups exactly twelve months later and with a control group of seventy-two non-attenders. Results six months after initial testing on the Peabody Picture Vocabulary Test and the Columbia Mental Maturity Scale, when the mean ages of the three groups were 50, 49 and 50 months respectively, revealed significant differences between attenders and non-attenders on both measures. Between-playgroup and between-cohort differences were not significant. These effects, which occurred in the context of a traditional nursery curriculum, were attributed to the variety of activities in which the children were encouraged to engage and the warmth, interest and participation of the playgroup leaders.

685. TURNER, I. F. (1978)

Supervisor behaviour and the artistic development of children in preschool centres.
International Journal of Early Childhood, 10, 2, 63-69.

The problems of investigating artistic development are discussed, and the possible developmental stages are briefly reviewed. An experiment was conducted in order to examine ways in which artistic development is fostered within playgroups and is affected by different playgroups and supervisors. Three boys, three girls and their leaders were studied in each of eight playgroups. Systematic ratings of behaviour were derived from recordings of leader-child interaction. Paintings were rated both by judges and against a standardised scale, and the children's comprehension of vocabulary was tested. Results are discussed in terms of the behaviour of playgroup leaders, which seemed in general to be non-interventionist. The lack of relationship between measures of artistic performance and the other variables studied is also discussed, since the one difference observed was that between the art produced by boys and girls.

686. TURNER, I. F. and GREEN, L. R. V. (1977)

Stated intention and executive practice in a traditional preschool programme.
Research in Education, 18, 35-44.

The aims of the adults implementing traditional nursery programmes in eight playgroups were elicited by questionnaire. The relative importance accorded by each was compared with everyday practice in the playgroups as described in semi-structured interviews and as assessed by interaction analysis. Socio-emotional development was accorded most prominence in the interview, but systematic observation revealed that activities likely to facilitate cognitive development received considerably more time (the ratio was almost eight to one). No correlations were found between the orderings of aims elicited by the other two methods and the observational data, and no relationship emerged between the ability level of the children (measured by the Columbia Mental Maturity Scale) and the types of behaviour employed by the adult concerned. However, there were indications that the behaviour or tactics used by playgroup leaders who dealt with children having poor scores on a test of listening vocabulary (the Peabody Picture Vocabulary Test) differed from the managerial behaviour of those dealing with groups having higher PPVT scores.

687. TURNER, I. F. and McCLATCHEY, L. (1978)

Mobility, school attainment and adjustment: a review of recent research.
Association of Educational Psychologists Journal, 4, 9, 45-50.

Variations in criteria taken as constituting mobility are examined, as are differences in the design of experimental studies, attitudes adopted within families, and the special problems of service children.

Research findings are analysed under three aspects of educational progress (general attainment, reading and arithmetic) and under personal development and adjustment. It is felt that results are unexpectedly inconclusive, especially with regard to academic attainment. It is suggested that longitudinal and case-history approaches may be more fruitful in guiding research than are the inconsistent data yielded by cross-sectional studies of children considered to have experienced mobility.

688. WELTON, J. (1978)

Home-school links project: issues in the development of policy-related research.
In McKernan, J. (ed.) *Proceedings Third Annual Education Conference of The Educational Studies Association of Ireland.*
The New University of Ulster, Coleraine.

Experience gained in mounting the Home-School Links Project at the New University of Ulster is used as a basis for discussing aspects of the research process, the purpose and place of research in education, and the sponsorship and funding of research.

689. WHYTE, J. (1974)

Behaviour styles and teachers' estimations of intelligence.
The Irish Journal of Education, 8, 2, 62-76.

Two hundred and forty-four seven-year-olds were rated by their teachers on attention span, activity level, quality of participation in social and academic activities, and general mental ability. An objective intelligence test was administered. The results showed that girls tended to be rated more favourably on some behavioural traits and that the associations between these ratings and both measured and rated intelligence were stronger for girls than for boys. It is suggested that a higher behavioural standard may be demanded of girls before they are rated equally with boys on mental ability and that the sex of a child may therefore be a factor in the complex of interacting forces determining his potential success in school.

690. WHYTE, J. (1978)

Teacher-researcher collaboration: preliminaries contributing to a successful outcome.
In McKernan, J. (ed.) *Proceedings Third Annual Education Conference of The Educational Studies Association of Ireland.*
New University of Ulster, Coleraine.

A problem-solver model of curriculum development is described in which the teacher was helped by the researcher to identify a problem in her own terms, to judge the effectiveness of the solution offered, and to collaborate in developing a programme which worked. The

problem was that of how to promote language development in young socially disadvantaged pupils in a large boys' primary school. The programme development and implementation are described and some results are reported.

691. WEIL, R. (and PRITCHARD, D.) (1977)

A comparative study of school text books used in the first year of teaching English as a foreign language in various European communities. *Compare, 7, 1, 3-15.*

A critical review of a sample of text books used in Belgium, France, the Federal Republic of Germany, the German Democratic Republic, the Netherlands, Norway, Sweden and the USSR.

692. WILSON, J. A. (1975)

Over- and under-achievement in reading and mathematics. *The Irish Journal of Education, 9, 2, 69-76.*

To test the hypothesis that over- and under-achievement in attainment will approximate to the normal distribution, standardised scores on group tests of reading and mathematics were regressed on non-verbal intelligence test scores for each of four pupil samples, boys and girls at ages seven and ten. The hypothesis was confirmed. The further hypothesis that pupil over-achievement in mathematics and boys' under-achievement in reading will each exceed statistical expectation was confirmed for mathematics but not for reading.

693. WILSON, J. A. (1975)

The Northern Ireland Council for Educational Research. *Research Intelligence. Bulletin of the British Educational Research Association, 1, 49-55.*

A review of the 1975 research programme of the Northern Ireland Council for Educational Research.

694. WILSON, J. A. (1976)

Question choice in A-level physics. *Journal of Curriculum Studies, 8, 1, 71-78.*

The effects of question choice on candidates' marks and grades in the A-level Physics Examinations of the Northern Ireland GCE Board in 1973 and 1974 were examined for samples of candidates stratified by grades awarded on each occasion. It was found that differences between the easiest and most difficult sets of questions which candidates were allowed to choose could account for between eleven and fifteen per cent of the total marks available. As these questions

were carefully structured and the marking schemes were clearly specified it was concluded that the differences observed were largely a function of differences in the inherent difficulty of the questions set.

695. WILSON, J. A. (1977)

Reading Standards in 1976.
Belfast: The Northern Ireland Council for Educational Research.

The reading attainment of two age-groups (eleven- and fifteen-year-olds) was surveyed in Northern Ireland schools during 1976, and the results were compared to those of a similar survey in 1972. Two significant findings emerged: an increase in the reading standards of eleven-year-olds, and a decrease in severe retardation at each age-level. Technical descriptions of the survey results for each age level are provided, as well as appendices that give age-score equivalents and details of the sampling frame and population estimates for each age group.

696. WILSON, J. A. (1977)

Coeducation and religious integration as issues in the reorganisation of secondary education.
The Northern Teacher, 12, 4, 9-11.

This study examined the views of representative samples of teachers in primary and post-primary schools with regard to coeducation and religious integration in the context of the reorganisation of secondary education on comprehensive lines. While the majority of teachers were in favour of coeducation, teachers in Protestant schools attached greater importance to religious integration as a principle of reorganisation than their colleagues in Roman Catholic schools. There was, however, a greater inter-denominational consensus with regard to integrated education at the sixth-form level.

697. WILSON, J. A. and BILL, J. M. (1976)

The structure of Oliver's 'Survey of Opinions about Education'.
British Journal of Educational Psychology, 46, 184-189.

Oliver's *Survey of Opinions about Education* was completed by 424 teachers in a probability sample of 50 Northern Ireland post-primary schools. Fee's binary target matrix procedure was used to transform a principal components solution of the item correlation matrix to a factor solution congruent with the hypothesised scale dimensions of Naturalism, Radicalism and Tender-mindedness. The analysis confirmed the presence of a strong Tender-mindedness dimension, a less strong Radicalism dimension, and a weak Naturalism dimension, together with a pattern of large residual specifics. A further analysis indicated the dimensional heterogeneity of certain items, and it was suggested by way of explanation that social and educational changes since the

scales were first introduced may have affected the attitudinal connotation of these items, particularly on the Radicalism Scale.

698. WILSON, J. A. and SPELMAN, B. J. (1977)

The Organisation of Secondary Education.
Belfast: The Northern Ireland Council for Educational Research.

This investigation was conducted in 1976 among a representative sample of some 2,800 teachers in Northern Ireland primary schools, post-primary schools and colleges of further education. A structured questionnaire was used to sample the views of teachers with regard to the prevailing bipartite system of secondary education with selection at 11+, organisational alternatives, and purposes and processes in secondary education. The results showed that teacher opinion was least in favour of a wholly non-selective system, deeply divided with regard to a bipartite system of grammar and secondary schools with selection at 11+ or 13+, and most in favour of forms of deferred selection, as at age 16 when pupils might transfer to a sixth-form college structure, or at age 14 when pupils might transfer from junior to senior high schools. The results also reflected sectional interests in that, for example, the overall weight of opinion in favour of deferred selection emerged despite a strong preference for the present bipartite system on the part of both grammar and senior high school teachers.

699. WILSON, J. A., SPELMAN, B. J. and TREW, K. J. (1976)

Experimental validation of two classroom observation systems.
Journal of Educational Psychology, 68, 6, 742-753.

This experiment studied the theoretical structure of two classroom observation systems and the extent to which the systems discriminated between experimentally ordered aspects of classroom situations. Both systems, Brown's Teacher Practices Observation Record and Denny's Classroom Creativity Observation Schedule, were used by trained student teacher observers in 36 classrooms in nine Northern Ireland primary schools. Results indicated that the factor structure of the Observation Schedule was in close agreement with the two dimensions postulated by Denny, whereas the Observation Record sampled several dimensions of teacher control and classroom organisation. Both systems discriminated consistently between teachers, schools, curriculum areas and curriculum content. A dimension of convergency-divergency, which distinguished Maths lessons, as convergent, from English lessons, as divergent, was common to both systems.

700. WILSON, J. A. and FOOTE, T P. (1978)

The Staffing Needs of Schools.
Research Unit of the Northern Ireland Council for Educational Research, The Queen's University of Belfast.

This report was commissioned by, and submitted to, the Northern Ireland Advisory Committee on the Supply and Training of Teachers. It presents the findings from the 1978 survey of teacher deployment in nursery, primary and post-primary schools.

The staffing needs of schools are examined within teaching and subject areas, and identified in terms of teacher vacancies, hidden shortages and impending shortages because of compulsory teacher retirement. The report also takes account of the views of school principals, including their views on how or where an increase in approved staffing might be deployed.

SUBJECT INDEX

Absenteeism 88, 265*, 343, 429, 621*
Accountability 676*
Adolescence 15*, 19* 189, 218, 360, 419, 474
Adolescent values 2*, 16*, 78, 594*, 632*, 646*, 670*
Adult education 62*, 63*, 72*, 73*, 75*, 430, 597*, 634*, 650*
Adult literacy 39, 66*, 244*, 432, 613*
Aggression 182, 309, 669*
Agricultural education 48, 544
Alcohol 128, 459
'A' levels 122*, 161*, 165*, 203, 206, 292, 593*, 611*, 662*, 694*
Anorexia Nervosa 202, 242*
Art ability 180, 199, 685*
Art appreciation 536, 542, 556, 571
Art teaching 486, 506, 566, 568
Arts-science dichotomy 161*, 662*
Assessment methodology 455, 573, 596*, 631*, 678*
Attainment and attitude 2*, 23*, 158*, 171, 374, 530, 687*
Attainment levels (primary children) 114, 531, 584, 636*
Attainment levels (secondary children) 30, 77, 89, 98, 108, 530, 636*
Attainment predictors 2*, 7*, 23*, 93, 333, 687*
Attention 520
Attitude modification 7*, 10*
Attitudes of children
(see also 'Adolescent values')
to home 16*, 450
to school 16*, 19*, 166*, 174, 188, 231, 450, 500, 632*
to school subjects 151*, 158*, 314, 469, 569, 593*, 639*
to teachers 59, 252*, 328, 376, 576,
to work 14*, 16*, 234
Attitudes of students 238, 289, 295
Attitudes of student teachers 1*, 10*, 411, 501, 622*, 648*, 659*, 679*
Attitudes of teachers (see also 'Teachers' values')
to children 93, 100, 145, 689*
to innovation 28, 31, 34, 40, 53
to school 166*, 697*, 698*
to school subjects 51, 54, 219, 638*, 644*
Attributional causation 270
Audio-visual aids: see 'Technology in education'
Aural skills 117, 257*, 261*
Authoritarianism 283
Autism 325, 590

Battering: See 'Children at risk'
Behaviour in class 21*, 118, 250*, 258*, 417
Behaviour in school 255*, 596*, 689*
Behaviour problems 185, 272, 313
Birth influence 476, 477
Black papers 382
Blindness: See 'Visual handicap'
Brain damage 423, 452
Bullock Report 51

Careers: See 'Vocational'
Catholic education 62*, 63*, 101, 156*, 157*, 222, 316, 321, 324, 346, 35[illegible], 414, 471, 521 see also 'Denominational education'
Certificate of Secondary Education 3*, 56, 155*, 439, 449, 527, 663*
Chemistry teaching 606*, 607*
Child rearing practices 322
Childhood 109
Children 'at risk' 131, 134, 136
Children's language 260*
Children's literature 15*, 60, 221, 419, 478, 480
Children's welfare 132, 142, 147, 386
Children's writing 18*, 149*, 436
Choice in education 237, 342
Civil unrest 496
Christian Brothers 346, 521
Classics teaching 162*
Classroom observation 4*, 21*, 699*
Co-education 696*

The numbers refer to the position of entries in the text.
An asterisk indicates that an entry has been abstracted for this volume.

Cognitive style 97, 161*, 262*, 277, 288, 599*
Colour-form preference 280
Communication skills 260*, 623*
Community education 66*, 75*, 384, 650*
Community homes: See 'Training schools'
Community schools 82, 85, 571
Community work 67*, 72*
Comparative education 27*, 138, 168*, 425, 579, 608*, 636* 691* See also 'Overseas education'
Compensatory education See 'Educational priority areas'
Comprehensive education 28, 85, 168*, 387, 398
Computers 209, 559, 648*, 649*, 650*, 651*
Construct theory 263*
Convergence-divergence See 'Cognitive style'
Copying 424
Counselling: See 'Guidance and Counselling'
Course development 3*
Creativity 6*, 112, 152*, 283, 485
Cultural factors 37, 140, 635*
Curriculum content 99, 101, 151*, 152*, 237, 441, 674*
Curriculum development 153*, 323, 404, 573, 628, 629, 630, 631*, 645*, 647*, 677*, 690* See also 'Innovation'

Dance 491
Deafness See 'Hearir impairment'
Death 245*
Decision making 249* See also 'Innovation'
De La Salle 321, 324
Delinquency 133, 139, 308, 327, 340, 444, 543, 569 See also 'Training schools'
Denominational education 167*, 565, 585 See also 'Catholic education'
Deprivation See 'Delinquency' 'Maternal deprivation'
Deputy heads 178
Design of schools 513, 522
Dickson Plan 177, 235, 294, 336, 549
Disadvantage 409, 592*, 603*, 636*, 684* See also 'Educational priority areas'
Discipline 300, 392, 420, 500, 591*, 679*
Distance estimation 25*
Doman Delcato 452
Drama teaching 26*, 45, 211, 367, 511
Drugs 291*, 570
Dyslexia 80, 463, 554 See also 'Reading retardation'

Early leaving 385, 395, 402, 418, 428, 439 See also 'Leaving school'
Economics teaching 165*
Education Welfare Officers 125*, 143
Educational priority areas 345, 400, 433, 592*, 595* See also 'Disadvantage'
Educational subnormality See 'ESN'
Emotional development 322
Emotional problems 103, 185, 258*, 359, 502
English as a foreign language 691*
English skills 172, 200, 287
English teaching 35, 50, 51, 73*
Environmental factors 357, 440, 466, 467, 567
Environmental studies 3*, 197, 204
Epilepsy 303*
Equality of opportunity 79, 398, 438, 541
ESN children 11*, 95, 103, 135, 159*, 258*, 461, 498, 538, 587
ESN courses 127*, 372, 375 See also 'Special educational treatment'
Examination stress 242*
Examinations 441 See also 'CSE', 'O levels', 'A levels'
Extra-curricular activity 9*, 396, 426

Failure in school 440, 466
Family size 77, 476
Fears 594* See also 'School phobia'

Foreign language teaching 115, 122*, 176, 318, 408, 664*, 665*
Further education 68*, 148*, 160*, 238

Gaelic teaching 70*, 228
Games in education 311, 354, 509, 517, 623*, 668*
Gazing 262*, 269
General Certificate of Education (GCE) See 'O levels' and 'A levels'
Generation gap 16*, 496
Genetics 303*
Geography teaching 179, 351, 354, 361, 412, 552
Geometry 216
Giftedness 84, 304, 339, 380, 405, 606*
Girls' problems 189, 478, 519, 580
Grammar schools 166*, 218, 397
Groups 50, 119, 215, 383, 417
Guidance and Counselling 7*, 55, 59, 61, 138, 173, 191, 208, 213, 230, 298, 348, 356, 390, 395, 402, 444, 615*

Handedness See 'Laterality'
Head teachers 32, 52, 58, 229, 306
Health education 61, 588, 637*, 638*, 639*, 640*, 641*, 642*, 643*, 644*
Hearing See 'Aural skills'
Hearing impairment 95, 240*, 253*
Hedge schools 431
Heredity and environment 370
Higher mental processes See 'Information processing'
History of education 130 162*, 168*, 259*
History of education (Ireland) 69*, 70*, 90, 121*, 125*, 140, 154*, 167*, 169*, 207, 346, 521, 544, 565, 583, 612*, 620*
History of education (local) 205, 326, 352, 431, 468, 499, 510, 512, 513, 522, 528, 545, 560
History teaching 5*, 154*, 490, 593*, 667*, 668*

Home influence 118, 152*, 322, 357, 475, 531, 584
Home and school 150*, 193, 338, 355, 422, 443, 447, 456, 604*, 688*
See also 'Parent teacher contact'
Hospitalisation 320, 350
Humour 262*, 276

Industrial training 74*
Infants 83, 190, 391, 553, 586
Information processing 239*, 243*, 247*, 248*, 253*, 261*, 267, 268, 273, 277, 282, 285, 330, 680*
Information processing (reading) 12*, 71*, 80, 159*, 244*, 254*
Initial teaching alphabet 389
Innovation 31, 34, 40, 48, 53, 57, 201, 401, 564, 624*, 655*, 656*
See also 'Attitudes of teachers'
Inspectors of schools 169*
Integrated education See 'Religious integration'
Interrupted education See 'Mobility'
Intelligence 635*
Intelligence correlates 6*, 20*, 73*, 115, 152*, 165*, 607*, 689*, 692*
Intermediate treatment 327
Interview methodology 596*
Item analysis 13*
Itinerants 446

Language defect 11*, 515, 590
Language development 29, 391, 403, 551, 583, 603*, 690*
Language laboratories 664*, 665*
Laterality 8*, 11*, 267, 281, 603*
Leaving school 30, 49, 127*, 135, 144, 412, 462, 538, 597* See also 'Early leaving'
Libraries 46
Linguistics 122*, 149*, 257*, 276, 301, 318
Literacy See 'Attainment levels'
Local studies 5*, 334, 666*
Logic 241*, 617*

Magee University College 56*
Maladjustment See 'Emotional problems'

Managerial skills 17*, 42, 74*
Marriage 126*, 297
Matching Familiar Figures test 600*, 601*
Maternal deprivation 313, 320
Mathematical attainment 210, 530, 692* See also 'Attainment levels'
Mathematical skills, processes 47, 183, 203, 206, 524
Mathematical thinking 6*, 86, 223, 227, 241*, 286
Mathematics applications 526
Mathematics teaching 151*, 155*, 236, 421, 482, 488, 559
Mathematics terminology 663*
Mature students 347
Measurement in education 312
Medical education 625*, 626*, 627*
Memory See 'Information processing'
Mental retardation 96, 103, 145, 251*, 275, 303*, 623* See also 'Special care'
Microteaching 1*, 21*, 622*
Mixed ability teaching 230, 434, 451, 490, 582
Mobility 687*
Mongolism 492
Moral education 211, 474, 493, 504, 529
Motivation 110, 409, 418, 531, 563, 567
Motor skills 8*, 20*, 371
Music teaching 54, 117, 217, 406, 472
Musical ability 89, 282

National schools 167*, 169*, 205, 207, 326, 468
Nietzsche 362, 377
Non-examination streams 30, 329, 408, 430, 592*
Numeracy See 'Attainment levels'
Nursery education 224, 249*, 433, 479
Nursing education 17*

Old age 124*
'O' levels 179, 206, 292, 607*, 611*, 662*
Outdoor pursuits 396
Overseas education 41, 445, 514, 534, 539, 548, 557, 575 See also 'Comparative education'

Parents in school 296
Parent-teacher contact 150*, 184, 494, 604* See also 'Home' categories
Peer groups 2*, 36
Perceputal-motor skills 251*, 586
Perceptual skills 25*, 251*, 285, 554
Personality correlates 20*, 73*, 149*, 309, 518, 622*
Philosophy of education 79, 92, 109, 111, 120, 164*, 315, 349, 362, 377, 381, 382, 413, 435, 505, 605, 675
Phonics 106, 149*, 353
Physical activities 9*, 20*, 426, 469, 519, 561, 587,
Physical education 198, 207, 219, 238, 328, 372, 460, 491, 518, 520, 527, 562, 569, 577, 580, 588
Physical handicap 371
Physics teaching 649*, 694*
Piagetian stages 86, 256*, 607*
Planning in education 87, 123*, 608*, 612*, 633*
Play 190, 279, 367, 461, 553
Poetry teaching 33, 94, 214
Political attitudes 670*
Prejudice 274, 278, 602*
Pre-school 83, 141, 290, 540, 684*, 685*, 686*
Probability 509
Probation service 299
Probationary teachers 10*, 76, 196, 388, 497, 581, 614*, 679*
Programmed learning 305
Proportionality 256*, 290, 652*
Psychology in education 13*, 653*, 654*, 657*
Public schools 130
Punishment 574, 679*
Pupil-teacher relationship 7*, 252*

Radio 465
Rasch model 13*
Reading assessment 317, 572
Reading attainment 108, 159*, 293, 331, 357, 595*, 692*, 695* See also 'Attainment levels'
Reading curricula 112, 427
Reading interests 46, 283, 331
Reading methods 263*, 353, 389, 616*, 683*
Reading readiness 116, 503
Reading retardation 12*, 107,113, 225, 254*, 462, 535, 550 See also 'Dyslexia'

147

Reading skills 95, 106, 212, 257*, 533
Recreation provision 487
Religious differences (children) 37, 598*, 602*, 619*, 646*, 662*, 669*, 670*
Religious differences (schools) 645*, 660*, 661*, See also 'Catholic education' 'Denominational education'
Religious education 44, 56, 96, 156*, 164*, 211, 307, 618, 619*, 620*
Religious integration 121*, 163*, 167*, 175, 609*, 632*, 658*, 672, 686*
Religious influence 140, 529
Religious values 43, 151*, 377, 556, 646*, 672*
Remedial education 91, 379
Remedial reading 81, 399, 453
Re-organisation of secondary education 177, 547, 610*, 696*
Research in education 688*, 693*
Resource allocation 87, 540, 608*, 633*
Resource centres 319, 393
Rewards, prizes 188, 246*
Raising of the school leaving age (RoSLA) 335
Rugby football 182, 546
Rural schools 45, 229, 467

School health service 537
School organisation 104, 105, 232, 293, 306, 310, 323, 341, 363, 458, 507, 595*, 610*, 660*, 661*, 682*
School phobia 442
School reports 184
Schools Curriculum Project 170, 334, 447, 451, 655*
Science teaching 232, 369, 394, 448
Scottish education 168*, 635*
Secretarial training 148*
Selection in education 358, 415, 464, 481, 698*
Self-image 246*, 272, 358, 360, 378, 416, 596*
Sex education 589, 639*, 641*
Sixth forms 507, 650*
Slow learners 77, 97, 100, 110, 236, 246*, 329, 359, 379, 457, 498
Small schools 102
Social factors 192, 249*, 292, 300, 301, 333, 364, 583, 598* See also 'Environmental factors'
Social services 67*, 124*, 131, 134, 135, 137, 308
Social training 457, 459, 495, 511, 592*
Sociology of education 78, 119, 150*
Special Care 145, 407, 492, 511 See also 'Mental retardation'
Special educational treatment (SET) 22, 24*, 71*, 187, 368, 371, 423, 446, 489, 555, 636* See also 'ESN children'
Special units 22*, 185
Speech defects 261*, 515
Speech perception 240*, 281
Spelling 484
Spina bifida 489
Sports See also 'Physical activities' 'Rugby football'
Statistics teaching 220, 226
Streaming 119, 473
Student accommodation 295
Student assessment 654*, 678*
Student characteristics 289, 347, 525, 627* See also 'Attitudes of students'
Student teacher attitudes See 'Attitudes of student teachers'
Student teacher effectiveness 1*, 4*, 501, 516, 611*, 673*, 678*
Student teacher characteristics 4*, 501, 636* See also 'Teacher training'
Study habits 525
Stuttering 261*
Summer schools 575

Tactual skills 599*
Teacher deployment 123*, 614*, 700*
Teacher characteristics 160*, 222, 250*, 344, 483, 697* See also 'Student teachers' 'Probationary teachers'
Teacher effectiveness 364 See also 'Student teacher effectiveness'
Teacher roles 32, 52, 58, 59, 178, 229, 328, 365, 376, 390, 562, 579, 615*
Teacher training 1*, 26*, 173, 558, 636*, 659* See also 'Probationary teachers'
Teacher-tutors 332
Teacher values 18*, 160*, 310, 363, 401, 410, 523, 697*, 698* See also 'Attitudes of teachers'
Teachers' centres 65*
Teaching methods 666*, 667*
Teaching styles 4*, 38, 97, 111, 152*, 373, 518, 681*, 682*
Technology in education 64*, 351, 633*, 648*, 649, 650*, 651*
Television 64*, 186, 194, 309, 566
Thinking See 'Information processing'
Training schools 146, 252*, 255*, 259*, 271
Transition to secondary education 151*, 181*, 366, 378
Truancy See 'Absenteeism'

Universities 66*, 68*, 295
University entrance 183

Vandalism 591*, 671*
Visual handicap 302*, 578
Vocational choice 213, 449, 598*
Vocational education 68*, 69*, 153*, 195, 381, 437
Vocational guidance 14*, 27*, 101, 337, 454, 470, 532
Vocational opportunities 144, 597*
Vocational training 127*, 148*, 264*, 265*, 266*

Wartime 508
Weight concept 284
Women's roles 192
Work experience 27*, 195, 234
Workers Educational Association (WEA) 68*

Youth facilities 487
Youth Employment Service 129, 428

The numbers refer to the position of entries in the text.
An asterisk indicates that an entry has been abstracted for this volume.

INDEX OF RESEARCHERS

Adams, S. 499
Alexander, D. R. J. 170
Allison, A. 128
Anderson, A. M. 171
Anderson, J. S. A. 648, 649, 650
Anderson, T. H. 650
Andrews, D. 500
Anthony, P. G. J. 156
Armstrong, C. 501
Armstrong, J. 502
Association N.I.E.L.B. 591
Aston, F. 668
Atkinson, D. N. G. 28
Austin, S. 592

Bahadur, I. 239
Bailey, M. L. 503
Baird, L. 504
Bamber, J. H. 594, 625, 626, 627
Barber, J. 593
Barbour, J. 129
Barnes, L. P. 505
Barton, J. C. 648
Batts, D. 609
Batts, P. E. 29
Beattie, J. H. A. 506
Beggs, A. 304
Belfast E. L. B. 595
Bell, B. A. 507
Bell, M. T. 130
Bell, N. 267
Bill, J. M. 596, 697
Birley, D. 597
Black, A. E. 508
Black, C. A. 509
Black, J. H. 172
Black, P. 510
Black, S. P. 511
Blair, M. A. 512
Blakely, A. 513
Boggs, A. M. T. 381
Bolger, A. 131
Bowen, E. M. 78
Boyd, J. 30
Boyd, P. 305
Boyle, J. F. 598
Bradley, A. M. 10
Bradley, W. 306
Bradley, W. J. 76
Brady, J. F. 173
Brady, P. 307
Brankin, C. T. 382
Bresty, I. 174
Breen, M. D. 383
Brennan, E. I. 514
Brennan, F. 515
Brennan, J. I. 31
Brewster, J. B. 11
Brothers, C. V. 12
Brown, I. 516
Brown, K. 292
Brown, W. 175
Brunker, C. 246
Bryars, J. H. 302
Bryson, T. M. 77
Buchanan, A. 132
Burleigh, S. A. 176
Burke, J. 293
Burns, C. M. 384
Burrell, E. F. 177
Byrne, G. 308
Byrne, G. J. 309
Byrne, U. M. M. 385

Cairns, E. 599, 600, 601, 602
Cairns, K. 310
Cammock, T. 601
Campbell, C. 517
Campbell, D. 518
Campbell, E. J. 62
Campbell, M. P. 311
Cardwell, J. H. 519
Cardwell, R. A. 520
Carleton, S. 521
Carlin, G. M. 386
Carroll, P. E. 387
Carson, C. R. 522
Carson, J. S. 13
Cassidy, P. J. 312
Catney, P. J. 178
Caven, N. 621
Chasty, H. T. 603
Cherry, L. 294
Christie, W. V. 179
Clarke, D. 63
Clarke, H. 313
Clarke, M. J. 247
Clifford, S. G. 180
Cochrane, A. 523
Colohan, P. 157

Cole, S. 524
Colgan, H. 525
Colgan, H. C. 526
Colgan, J. L. 150, 604
Collins, M. I. 388
Collins, T. F. M. M. 389
Conlon, C. M. 390
Conlon, K. A. 391
Connell, M. P. 392
Conway, M. 79
Conway, P. 314
Coogan, J. 315
Corken, J. P. 527
Corrigan, S. 316
Costello, M. 317
Coulter, R. J. 64
Craig, R. A. 393
Cranley, A. 248
Crilly, M. M. 80
Crilly, T. C. 318
Crone, R. 616, 655, 656
Crown, D. M. S. 528
Crowe, F. P. T. 181
Cullen, C. 605
Cullen, M. E. 81
Cunning, P. M. 319
Curragh, E. F. 606, 607
Currid, C. M. P. 133
Currie, P. 134

Dallat, C. A. 5
Dallat, J. J. 82
Darby, J. 608, 609, 612
Darby, M. E. 394
Darragh, P. M. 303
David, N. P. 320
Davidson, J. C. 182
Davis, P. 264
Davison, A. 183
Davison, A. R. 32
Davison, B. N. 529
Davison, M. F. 268
Davison, N. 33
Denvir, A. M. 395
Denvir, B. 396
Dept. Ed., N.I. 610
Desmond, F. A. 122
Devine, M. P. 158
Devlin, A. A. 530
Devlin, M. A. 269
Devlin, M. J. 270
Devlin, P. 184
Diamond, J. R. 321
Diamond, L. 34
Dickson, D. A. 622
Dinsmore, E. F. 531
Doherty, A. P. 397
Doherty, E. J. 83
Doherty, L. E. 185
Doherty, W. J. 84
Donaghy, C. 85
Donaghy, C. 398
Donaghy, V. C. 322
Donaghy, W. K. 271
Donald, J. S. 159
Donnelly, B. M. 399
Donnelly, J. 323
Donovan, A. 249
Dougan, D. 324
Douglas, F. 611
Douglas, F. G. 14
Downey, J. 400
Downey, N. G. 65
Drain, P. 325
Duddy, E. A. C. 295
Dumas, J. 272
Duffy, O. L. 86
Dunbar, R. A. 15
Dunlop, M. 35
Dunn, J. A. 6
Dunn, S. 609, 659
Dunne, F. P. 87
Duriez, B. 602

Eardley, J. 250
Eastwood, U. 401
Elliott, C. E. 402
Enright, N. C. 66
Ervine, J. 532
Erwin, N. 273
Evason, E. 612
Ewing, R. 533

Farrell, J. 326
Farren, F. 613
Farren, S. 609
Farry, K. P. 403
Farthing, B. D. 16
Faulkner, S. E. 404
Faulkner, V. 534
Fay, A. M. 405
Fearon, S. 251
Ferguson, C. 535
Ferguson, M. V. 536
Ferris, J. 525
Ferris, R. W. 186

Fisher, E. R. 274
Fisher, G. S. 160
Fitzpatrick, D. M. 406
Fitzpatrick, J. 327
Fitzpatrick, J. E. 88
Flanagan, D. J. 187
Flanagan, N. E. 407
Fleming, P. 537
Foote, T. P. 614, 700
Forjaz, T. F. 17
Foster, S. 408
Fulton, J. F. 615

Gabbey, S. L. 124
Gallagher, G. 18
Gallagher, J. 188
Gallagher, M. L. P. 409
Gallagher, V. 328
Gamble, E. 538
Gardiner, C. A. 539
Gardiner, H. O. 540
Gardiner, M. J. 275
Gatt, A. 410
Geddes, A. 616
Gibbons, K. P. 411
Gibbs, I. 1
Gibson, C. B. 412
Gibson, O. C. 541
Gibson, S. 413
Gillan, D. B. 276
Gillan, J. 36
Gillespie, B. M. 414
Gillespie, M. 151
Gilloway, C. 189
Gilloway, J. S. 542
Given, J. E. 89
Glenny, J. B. 19
Glockling, B. 161
Gough, K. 329
Gourley, H. E. 543
Graham, L. 37
Graham, M. W. 544
Graham, S. H. 545
Graham, S. H. 546
Green, L. R. V. 686
Greer, F. M. 190
Greer, G. B. 617
Greer, J. E. 618, 619, 620
Grew, T. J. 612
Griffith, H. 135
Gunn, T. J. 330

Hagan, E. 136
Haire, G. A. 415
Hall, P. E. E. 253
Hall, R. N. 265
Halliday, W. 547
Hamilton, R. 191
Hanna, M. E. 416
Harbison, J. 621
Hargie, O. D. W. 622
Harris, J. 609
Harris, J. E. 2
Harrison, J. 548
Hassard, K. 254
Hazzard, M. 192
Haughey, E. 90
Healy, J. M. 277
Healy, S. 331
Heaney, M. A. 417
Hearty, P. A. 418
Hedley, K. J. 193
Heenan, M. 419
Henneman, J. 625
Hewitt, J. E. 549
Hill, K. J. 332
Hill, M. 194
Hill, M. A. 420
Hill, U. 421
Hillen, D. J. 195
Hopley, M. A. 550
Horgan, C. 422
Hort, R. 38
Hoy, E. A. 623
Hoy, H. W. J. 196
Hughes, E. P. 423
Hurl, M. J. 424
Hutchinson, B. 624

Ievers, W. J. 197
Ingram, B. M. E. 551
Irvine, R. W. 198
Irwin, W. G. 625, 626, 627

Jack, B. K. 552
Jackson, E. H. 553
Jamison, J. A. 425
Jardine, E. F. 255
Jellett, M. V. 199
Jenkins, D. R. 628, 629, 630, 631
Jennings, D. 426
Johnston, M. 39, 613
Jones, E. L. A. 278

Kane, F. 40
Kane, T. M. A. 427

Kargeorgos, D. L. 123
Kargeorgou, M. 41
Kealey, W. 200
Keane, T. B. 163, 632
Kearney, T. N. 333
Kearns, J. J. 21
Kearns, M. K. 428
Kee, S. A. 266
Keenan, S. V. 429
Kelleher, J. G. 201
Kelly, M. B. 430
Kelly, M. E. A. 431
Kenny, A. M. 137
Kenny, C. J. 164
Kerr, J. H. 20
Keys, J. H. F. 202, 242
Kilpatrick, R. A. 279
Kingston, D. 256
Kinnen, J. W. D. 152
Kirk, V. E. 554
Kirker, A. 203

Laird, G. F. 432
Lapsley, J. R. 42
Larkin, N. A. 433
Latchem, C. R. 633
Lavery, A. 555
Lavery, H. 556
Lavery, P. 334
Lennon, R. M. 434
Lewis, A. B. 435
Liebmann, M. 280
Lindsay, W. J. 634
Logue, J. L. 43
Lougheed, E. M. 436
Loughlin, S. J. 204
Loughry, J. P. 67
Lowry, L. 296
Lundy, O. 437
Lynch, M. 44
Lynch, M. B. 438
Lynn, R. 635
Lyons, M. E. 439
Lyttle, H. 557

MacCombe, S. C. 560
McAfee, M. E. 335
McAleer, J. 624
McAreavey, J. 336
McAree, M. P. 440
McAtamney, G. 92
McAteer, M. 45
McAteer, M. T. 441
McAuley, I. D. 205
McBride, D. 337
McBride, M. 442
McBride, V. 46
McBrien, D. E. 558
McBrien, K. J. 281
McCaffrey, N. 7
McCallion, K. 93
McCallion, P. M. G. 257
McCallion, W. J. T. 559
McCambley, V. 282
McCann, A. 338
McCanny, F. 339
McCarny, P. 443
McCarroll, M. D. 21
McCarron, D. 340
McCarter, J. 94
McCartney, J. D. 47
McCauley, M. 341
McClatchey, L. 687
McConnell, G. A. 165
McConnellogue, P. 649
McCoo, W. L. 561
McCracken, R. J. T. 562
McCrea, R. 444
McCreave, M. T. 445
McCreesh, E. A. 446
McCrory, P. 342
McCrossan, P. 206
McCrystal, B. 95
McCrystal, B. 207
McCullagh, J. J. 96
McCullough, D. J. 208
McCullough, M. 447
McCullough, N. E. 563
McCullough, W. 209
McCully, T. 97
McCutcheon, I. 564
McDaid, M. 98
McDonagh, B. 565
McDonagh, J. 343
McDonald, B. 344
McDonnell, A. 345
McDonnell, A. D. 346
McDonnell, L. J. M. 448
McDowell, D. 138
McDowell, J. H. 68
McDowell, W. F. 99
McElhinney, R. T. 100
McFadden, J. 566
McFadden, M. H. 567
McGann, C. A. 451
McGann, G. M. 69

McGartland, R. J. 210
McGeary, J. 568
McGill, A. E. J. 48
McGill, J. A. 347
McGilloway, B. 101
McGilton, J. 636
McGinley, J. 49
McGivern, D. 348
McGleenon, C. F. 153
McGlennon, G. M. 452
McGorran, A. 349
McGough, P. D. 258
McGovern, M. 297
McGrath, M. 350
McGrenera, S. 125
McGuffin, S. J. 637, 638, 639, 640, 641, 642, 643, 644
McGuigan, G. M. 453
McGurk, S. 102
McHugh, E. E. M. 154
McIlhatton, M. E. 449
McIlroy, M. K. A. 450
McKeague, M. 139
McKee, C. 351
McKee, P. 569
McKee, S. 570
McKeever, D. 352
McKeever, J. P. 259
McKelvey, R. 103
McKendry, A. M. 454
McKenna, A. M. G. 455
McKenna, S. M. 456
McKenna, S. M. A. 457
McKeown, A. 353
McKeown, H. T. 354
McKeown, M. 104
McKernan, J. 645, 646
McKibbin, J. D. 166
McKimm, G. H. 571
McKinley, G. M. 458
McKirgan, J. 572
McKnight, J. R. 260, 623
McLaughlin, P. G. 105
McLoone, M. G. 459
McMahon, E. 460
McMahon, H. F. 647, 648, 649, 650, 651
McMahon, J. 70
McMahon, N. 8
McManus, C. 140
McManus, M. M. P. 461
McMullan, N. G. 355
McNally, D. 356
McNicholl, M. J. 462
McQuade, N. A. 463
McQuillan, J. 211
McSorley, J. 464
McStay, G. 465
McTeggart, D. 466
McWhirter, E. P. 652, 653, 654, 657
McWilliams, C. 50

Magee, M. 467
Maguire, B. 357
Maguire, M. 468
Malone, J. 655, 656
Manning, P. C. 22
Margrain, S. A. 654, 657
Marsh, R. 51
Martin, S. A. 52
Masterson, W. J. 573
Mawhinney, D. 283
Meehan, J. J. 23
Meekin, H. H. 212
Mehaffey, D. J. 24
Mellon, B. 469
Mellon, J. F. 71, 106
Mercer-Smith, P. 25
Millar, P. 574
Millar, R. A. 284
Miller, E. R. 243
Miller, J. N. E. A. 213
Miller, R. 658
Mills, J. S. 167
Molloy, C. M. 470
Monaghan, M. T. K. 471
Monan, S. M. 472
Monteith, S. 285
Montgomery, S. 575
Moody, M. E. 576
Moore, D. 358
Moore, M. E. 149
Moore, T. 291
Morgan, J. 359
Morgan, V. 659
Morrow, H. 214
Mount, C. G. 215
Mulholland, A. 473
Mulholland, G. 360
Mulholland, U. C. 474
Mullan, H. 261
Mulryne, T. 577
Murphy, A. M. 475
Murphy, B. 476
Murphy, J. 361
Murphy, T. D. 53

Murray, C. 477
Murray, D. 609, 660, 661,
Murray, J. P. 362
Murray, M. N. 478
Murray, R. C. 662
Murtagh, M. C. 479

Nangle, J. A. 107
Nesbitt, J. 54
Ni Chaoimh, M. 126
Nicholson, A. R. 663
Nikjoo, N. 244
Nolan, M. B. 216

O'Brien, B. 108
O'Brien, C. R. 363
O'Doherty, B. I. 217
O'Doherty, H. 109
O'Donoghue, S. 218
Officer, W. E. 219
O'Gara, P. 364
O'Halloran, E. M. 141
O'Halloran, M. 480
O'Hara, M. B. 26
O'Hara, V. P. 142
O'Hare, J. M. 481
O'Kane, B. 482
O'Mullan, A. H. T. 483
O'Neill, I. A. 484
O'Neill, L. T. 110
O'Neill, N. K. 485
O'Neill, T. 220
O'Prey, S. M. 365
O'Reilly, K. M. 486
Osborne, R. D. 662
O'Toole, b. 631
Otterburn, M. K. 155, 663
Outram, V. G. 55
Owen, D. M. 221

Patterson, B. L. 578
Patton, S. 579
Paul, D. J. 240
Peacock, A. 3
Pearson, M. 612
Phillips, M. J. 262
Platt, J. J. L. 168
Porter, C. 111
Potter, B. J. 367
Powell, R. J. 286
Price, G. 366
Prior, R. 487
Pritchard, D. 691
Pritchard, R. M. O. 664, 665

Quinn, A. 488
Quinn, F. 368
Quinn, J. 222
Quinn, R. M. H. 489
Quinn, W. C. 72

Radcliffe, R. C. 112
Rafferty, S. C. A. 490
Reddy, M. M. 223
Reid, J. 298
Reid, J. L. 369
Reid, L. E. 580
Reilly, M. F. 491
Robb, D. 113
Roberts, J. P. 73
Robinson, R. M. 224
Rocks, J. F. 121
Rogers, P. J. 56
Rogers, P. J. 666, 667, 668
Rosato, M. J. 370
Rose, W. 57
Ruddock, P. 299
Russell, J. L. 669, 670, 671
Russell, P. 114
Russell, S. 143
Ryan, P. A. 492

Salters, J. 672
Saunders, C. 9, 673
Saunders, E. D. 673
Saunderson, F. D. 225
Savage, E. P. N. 226
Savage, M. 371
Savage, N. T. 607
Schellenberg, J. A. 670
Scollan, R. 493
Scott, J. D. 287
Scott, R. E. 581
Seth, G. 603
Sexton, J. P. 372
Sharkey, H. 373
Shawcross, M. 263
Sheerin, P. 115
Sheppard, F. A. 494
Sherrard, E. A. 288
Shipman, M. 630
Sims, D. J. 144
Sinnamon, M. 582
Skillen, S. McC. 148
Skinner, R. E. G. 245
Slevin, J. 116

Small, C. 583
Smart, P. 300
Smith, F. 227
Smith, W. R. 145
Smyrl, M. 289
Smyth, M. F. T. 290
Sockett, H. T. 674, 675, 676, 677
Somerville, J. 374
Spallen, R. A. 169
Spelman, B. J. 4, 698, 699
Spiers, N. C. 127
Sproule, B. L. 584
Starkey, M. M. 495
Starr, J. W. 678, 679
Stephenson, L. M. 585
Stirling, R. 58
Stratton, N. 146
Stuart, C. P. 228
Sullivan, G. 375
Sullivan, J. 376
Swinburne, V. M. 229
Sykes, D. H. 680

Teer, R. 377
Tegarty, S. R. 586
Thompson, R. 230
Thornton, R. P. 378
Tierney, R. F. 59
Tittmar, H. G. 622
Toland, M. 496
Toner, H. B. 231
Toplis, G. 74
Towers, S. 587
Tracy, M. E. 117
Travers, O. 497
Treacy, J. J. 379
Trew, K. J. 681, 682, 683, 699
Tumelty, J. P. 232
Turner, I. F. 603, 684, 685, 686, 687

Vallely, M. E. 233
Vance, R. N. 588
Voller, H. 60

Wade, P. 380
Walker, T. R. 118
Wallace, I. D. 606
Walsh, M. 589
Watson, P. 590
Weil, R. 691
Wells, I. F. 241
Welsh, P. B. 27
Welton, A. M. 61
Welton, J. 688
Westland, M. A. 234
Whyte, J. 689, 690
Wilkinson, D. 119
Wilson, D. 75
Wilson, D. G. 235
Wilson, H. 147
Wilson, H. 301
Wilson, J. A. 692, 693, 694, 695, 696, 697, 698, 699, 700
Wilson, L. 236
Wilson, M. K. 498
Wilson, T. G. 237
Wilson, W. J. R. 238
Wylie, K. 120

156

NORTHERN IRELAND COUNCIL FOR EDUCATIONAL RESEARCH

PUBLICATIONS

1966	School Examinations: Review of Techniques
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1977	Teacher Practices and Classroom Resources
1977	Reading Standards in 1976
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1979	Pupil Adaptation to Secondary School